DOCUMENT RESUME

ED 028 013 RC 003 336

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Identification and Assessment of Ongoing Educational and Community Programs for Spanish Speaking People. A Report Submitted to the Southwest Council of La Raza, Phoenix, Arizona.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency-Southwest Council of La Raza, Phoenix, Ariz.

Pub Date Mar 69

Note-116p.

EDRS Price MF-$0.50 HC-$5.90

Descriptors-Adult Education, *Bilingual Education, Bilingual Students, Community Programs, Disadvantaged Groups, English (Second Language), *Information Dissemination, Language Programs, Language Research, *Mexican Americans, *Models, Non English Speaking, Program Descriptions, Rural Areas, *Spanish Speaking, Teacher Education

Synoptic reports on 16 selected educational and community programs for Spanish-speaking people are presented in this document. Each report consists of a brief description of the project, an assessment of the program, and recommendations for dissemination and implementation of the project model. Programs reviewed include: (1) The Good Samaritan Center's Bilingual Education Program, San Antonio, Texas; (2) Bilingual Follow Through Project, Corpus Christi, Texas; (3) The Coral Way Bilingual Program, Miami, Florida; (4) Teaching Spanish To The Spanish-Speaking Child--A Western States Small Schools Project in Pecos, New Mexico; (5) ESL/Bilingual Demonstration Project Center, San Diego, California; (6) The San Antonio Bilingual Demonstration And Dissemination Center, San Antonio, Texas; (7) Laredo Bilingual Program, Laredo, Texas; (8) Spanish Arts Program For Mexican Americans, Merced, California; (9) Teacher Excellence For Economically Deprived and Culturally Differentiated Americans, San Antonio, Texas; (10) Teacher Education Program, University of Southern California, Los Angeles; (11) A Video Oral English Instructional Approach For Non-English Speaking Adults With A Spanish Surname, Albuquerque, New Mexico; and (12) Proteus Adult Training Center, Visalia, California. (EV)

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Identification and Assessment of Educational and Community Programs for Spanish Speaking People with Recommendations for Dissemination

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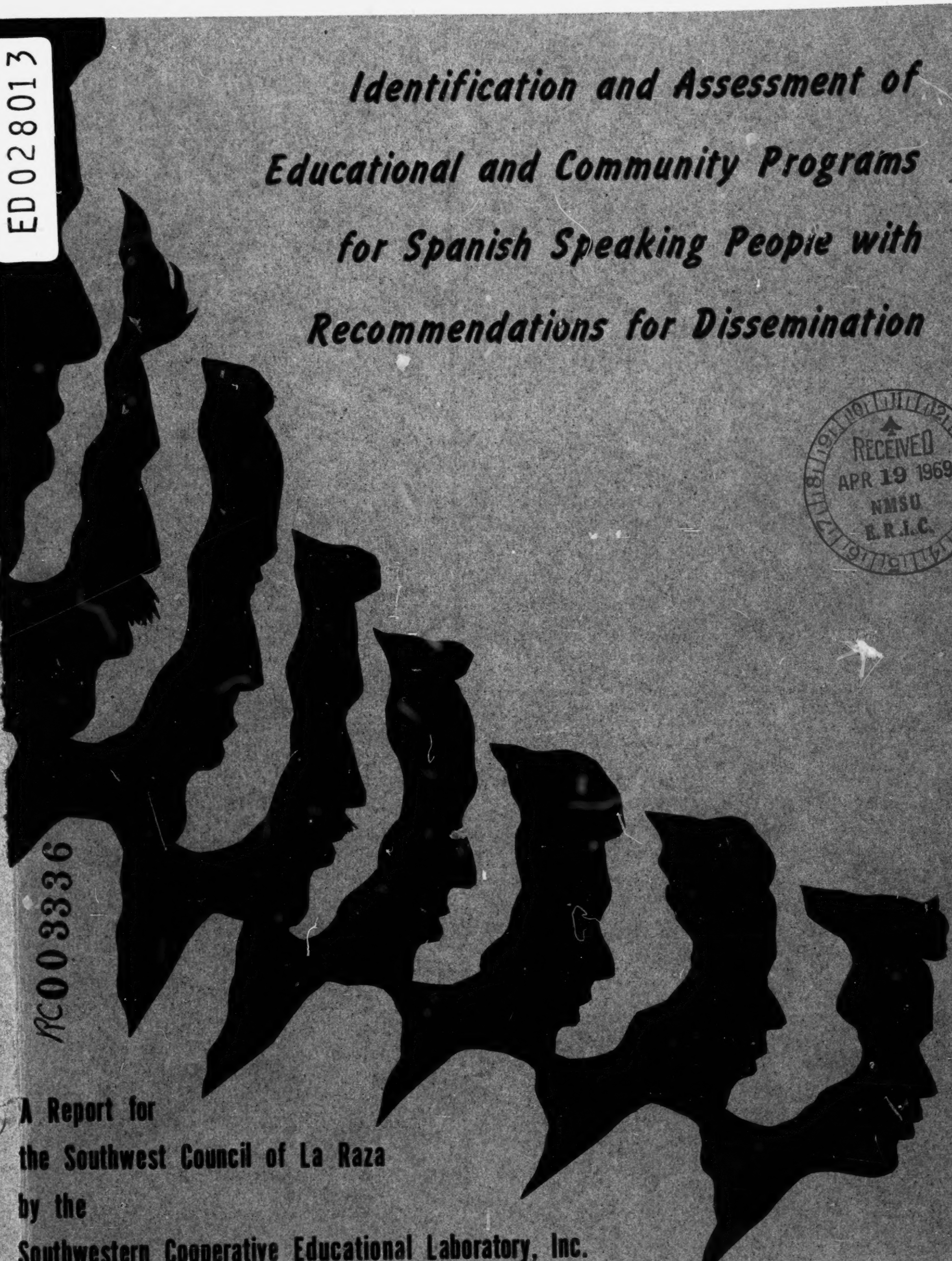

RC 003336

A Report for
the Southwest Council of La Raza
by the
Southwestern Cooperative Educational Laboratory, Inc.
March, 1969

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IDENTIFICATION AND ASSESSMENT OF ONGOING EDUCATIONAL AND COMMUNITY PROGRAMS FOR SPANISH SPEAKING PEOPLE

A Report Submitted

to the

Southwest Council of La Raza

Phoenix, Arizona

by
Dr. Atilano A. Valencia
The Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico
March, 1969

PREFACE

The task of identifying and assessing ongoing programs for Spanish-speaking people was negotiated by the Southwest Council of La Raza, Phoenix, Arizona, with the Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico.

Dr. Atilano A. Valencia was assigned as a representative of the Laboratory to undertake the responsibilities in this agreement.

Sixteen projects were visited and reports were submitted on the programs. Essentially, the reports present a brief description of the project, an assessment of the program, and recommendations for dissemination and implementation.

On March 8, 1969, an oral review of the programs was presented by Dr. Valencia to a commission from the Southwest Council of La Raza. A number of statements and suggestions relative to development, identification, dissemination and implementation of programs for Spanish-speaking people germinated from the presentation. These have been highlighted in a short discourse included at the end of this report.

ACKNOWLEDGMENTS

A note of gratitude is extended to three Laboratory staff members and Dr. Horacio Ulibarri, Professor at the University of New Mexico, for their observations of four of the sixteen programs included in this report. Dr. Ulibarri visited the Latin American Youth Club in Denver, Colorado, and submitted data for a report. Felipe Gonzales, SWCEL ABE Director, visited the Mercedes Spanish Language Program and the Proteus Adult Training Center in Visalia, California, and submitted information on these programs. Lenin Juarez, Research Assistant in the SWCEL ABE project, visited the BRAVO Project in El Paso, and composed the report on this project. Mr. Juarez also compiled the data submitted by Dr. Ulibarri on the Latin American Youth Program, and Dr. Robert Reeback, SWCEL's Linguistic Specialist, submitted a paper describing the Laboratory's Oral Language Program for Disadvantaged Children. The remaining eleven programs were visited and reported by Dr. Atilano Valencia.

A note of appreciation also is extended to Ron Hamm, SWCEL Director of Information, for his role in editing the reports submitted by the several consultants in this undertaking.

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THE GOOD SAMARITAN CENTER'S BILINGUAL EDUCATION PROGRAM

San Antonio, Texas

Description of the Program

Background of the Program

The Good Samaritan Center's Bilingual Education Program supports the notion that when the school curriculum and expectations for first grade students are developed primarily on middle-class, Anglo-American values, the child who comes from a different culture will be at a disadvantage. The program suggests that where the language of the home and of the school differ, the problems are multiplied for the child. Additionally, it recognizes that most of these children suffer from socially and culturally produced deficiencies which directly affect their ability to profit from educational experiences. In other words, as compared to middle-class children, these children are more restricted in language skills and lack the capacity for abstract language, i.e., words for categories, class names and abstract ideas. The Center's February, 1968, Progress Report, points out that they enter school inadequately prepared for the typical language tasks of the first grade, and are severely handicapped in their capacity to use language as a tool in conceptualization, reasoning, and problem solving.

In this perspective, the program suggests that the net effects of language deficiency produce a consistent pattern in the typical urban school characterized by:

1. Initially low I.Q. scores on tests of academic aptitude.
2. Labeling of the child as retarded or slow learner.
3. Limited intellectual stimulation and curriculum development

based on his classification as a "slow learner."

4. Increasingly cumulative educational deficit which leads to school dropout and symptoms of social and personal disturbance.

The underlying rationale is that the child's language deprivation is his central educational handicap from which most of his other handicaps derive. The primary purpose of the Good Samaritan program is to remedy these language deficiencies by developing a preschool curriculum that focuses on increasing the language and communication skills of the Spanish-speaking child. Special attention is given to the prerequisites necessary for successful academic achievement at the elementary level. New methods are being developed for teaching English as a second language to Spanish-speaking children between the ages of three and six, while at the same time attempting to preserve and reinforce use of their mother tongue. It is a planned program of language teaching with clearly defined objectives, and carefully developed lesson plans designed to accomplish this goal.

Subjects

The general project design provides for the selection in each of three years of one group of children. Each child must come from a home in which Spanish is the language, and the child himself must speak only Spanish.

Classroom Structure

One supervising teacher and one aide are used in each class of 16 children; this group usually is divided into subgroups. The teacher of the three-year-old group is thoroughly bilingual. Eighty percent of the instruction during the first year is in Spanish, with the teacher serving as model for the children. Supervising teachers of the four-year-old and five-year-old groups use English. However, a bilingual balance is maintained through the utilization, as aides, of neighborhood girls who are high school graduates and who speak both languages. They function as assistance teachers within each classroom, making it possible to maintain an 8:1 pupil-teacher ratio.

The emotional and social growth are important aspects in the istructional program. Receiving special attention are:

1. Increased span of attention.
2. Ability to work independently
3. Utilization of adults as reinforcement agents.
4. Persistence in work habits.
5. Increased achievement motivation.
6. Fostering of a positive self-concept.
7. Increasing curiosity and exploratory behavior.

Curriculum

The specific objective of training the children to become thoroughly bilingual so they can cope with their environment in Spanish and English has been a prime concern in curriculum planning. All activities are evaluated in terms of how they relate to language learning, and to the development of more effective techniques for teaching English.

A multisensory approach to language learning is stressed to develop every channel of communication available to the child. Appropriate learning experiences include planned exposure to a variety of pre-verbal and verbal sensory motor activities prerequisite for meaningful language learning (visual, auditory, and tactile discrimination). The assumption is that these children very likely will not have the opportunity to develop these skills at home. The school program is planned so a sequential order of presentation provides the opportunity for the necessary training experience.

Materials and objects are used to illustrate the lesson concept concretely and verbally. These are introduced in order of difficulty, and empahsis is placed on correct solutions and independent completion of tasks leading to verbal reinforcement. Thus, in addition to enriching the experiential background of the child, attention is given to the acquisition and use of concepts in the thinking and reasoning process--not just mere word building.

Parent Involvement

A parent education program has been included in the project during the past year. Careful examination of family variables revealed behavior patterns which could be modified through education. The most significant of these variables were:

1. Limited adult-child interaction.
2. Restricted verbal experience--largely limited to informal and social interaction.
3. Authoritarian achievement demand--leading to compliant behavior.
4. Concern with present immediate needs rather than future needs.
5. Feelings of inadequacy in school-related situations.

Each group of parents meets with a staff member twice a month. The purpose is to improve child-rearing practices by providing parents with the opportunity to observe teacher-pupil interactions and then, through group discussion, to examine the role of the child and adult.

Parent interest has been sustained at a higher level. Some of the subjects discussed have included the self-concept of the child, discipline at home and in school, language interaction between the adult and child, nutrition, the importance of regular attendance, and awareness of educational materials either found in the home or which can be made by the mother. In this sense, positive family involvement is being promoted in the educational lives of their children.

Evaluation and Recommendations for Dissemination and Implementation

Evaluation Techniques and Procedures

A visitation to the Center, including observation of program and class activities and interviews with coordinators, teachers, teacher aides, and community action personnel was accomplished February 18-19, 1969. This report and evaluation of the project is based on the foregoing observations.

The Underlying Rationale and Philosophy of the Program

The Good Samaritan program proposes to develop and test a preschool program for Spanish-speaking children (ages three--six) from low income homes which considers the native language of the child, his language deficiencies in Spanish and English, his social and emotional growth, and his cognitive development.

The center has discarded the theory that an I.Q. test is a true measure of a pupil's mental ability. Consequently, it introduces a diagnostic approach in determining the child's deficiencies, coupled with activities that give attention to these needs. The rationale is that all children can learn and attain high levels of achievement until proved otherwise through subsequent evaluation based on performance criteria.

Testing is used to ascertain the effectiveness of the curriculum and instructional schemes. The staff follows a pragmatic approach through the entire program in that the teacher views the curriculum as revisable, i.e., it can be criticized and reformed.

The center's experimental work with test instruments has revealed that the I.Q. is, in essence, a measure of achievement. I.Q. test gains as high as 70 points have been observed among these children after approximately three to four months of exposure. Because of noted gains in cognitive processes, the center hypothesizes that the children will experience little or no academic difficulty in coping with first grade instruction.

After two or three months of instructional exposure, it has been possible for the staff to identify, quite accurately, pupils with extreme learning difficulties. Because the program is designed to cope with the psychologically normal, disadvantaged Spanish-speaking child, it is not prepared to help pupils with extreme psychological learning problems.

Teacher and teacher aides undergo a three to five day workshop to gain familiarization and ability to apply materials and techniques associated with the program. Demonstrations and role playing are used advantageously.

The professional teacher usually exhibits the model and handles the complex learning tasks, but as the aide gains more experience, she assumes a more involved role in the more complex phases of instruction. Cooperative playing is a natural phenomenon with the children, and has been used advantageously in the program.

Parental involvement has facilitated pupil adjustment to the school environment. If the child is hesitant in the learning scheme, the parent is asked to help in the transition period. Parents also are welcome to observe. Observation by parents and visitors can be made via a one-way window which prevents distraction and interruption of the learning activities.

Enthusiasm and interest by the teachers coordinators, and other project personnel is clearly apparent. The flexibility in planning and the pragmatic approach to curricular and instructional improvement has generated a healthy innovative excitement among the staff, and tends to give the project a progressive momentum.

Spanish-speaking personnel are represented in both the instructional program and staff. Bilingual teachers are used advantageously, especially in the early stages of language development and cognitive development.

Several agencies are contributing services and resources. Among them are the Psychiatric Clinic (professional services by faculty and students) at the University of Texas Medical School, the Southwest Educational Development Laboratory (consultant help in bilingual education), Trinity College (consultant help in psychology), and Our Lady of the Lake College (bilingual teacher-training program).

The cost of implementing this program will vary from community to community, depending on enrollment, salaries, and overhead. Apart from the relatively inexpensive visual and auditory aids, there is little expensive instructional equipment. The greatest cost factor is facilities and personnel.

The program director says there is a need to pilot test some aspect of the program prior to the actual field testing. The refined model, then, will be field tested in various barrios.

The potentiality for disseminating and implementing the present model is highly evident from this analysis and evaluation. It is highly recommended that communications with the Good Samaritan Center be continued to ascertain the effects of the field testing, and to promote the possibility of disseminating and implementing this model in other urban areas with low income, Spanish-speaking children. Similar programs could be undertaken and developed in urban areas similar to San Antonio, and the materials, curriculum and instructional techniques from the Center would facilitate the development of these programs. It is felt that much of what has been achieved at Good Samaritan could be used to begin similar programs elsewhere. However, as is true of other developmental programs, the Center will gladly release the model for dissemination purposes only after it has completed its field testing. This will take from one to two years.

Related Project Data

Constance N. Swander, Project Director

Gladys R. Blankenship, Project Co-Director

Kenneth Kramer, Consultant

BILINGUAL FOLLOW THROUGH PROJECT

CORPUS CHRISTI PUBLIC SCHOOLS

CORPUS CHRISTI, TEXAS

Description of the Program

Background of the Project

The bilingual program in the Corpus Christi Follow Through Project began in September of 1967 for Spanish-speaking pupils who have completed a nine-month Head Start Program.

It's major objectives are to extend aural-oral English proficiency, to boost social-emotional adjustment, to extend muscular coordination activities, to supply services necessary for the physical well-being of children, and to reinforce academic readiness.

To determine the most effective means of obtaining these goals, six Follow Through groups, involving approximately 150 children, have been established in four elementary schools. The groups include:

1. Two second grade classes receiving instruction in both English and Spanish.
2. Two first grade classes receiving instruction in English only.
3. Two first grade classes receiving instruction using a bilingual approach.

Philosophy and Rationale for the Program

Language development in this program is viewed as a means to gain an understanding of other cultures, to recognize and appreciate one's own cultural heritage, to enhance the child's social and emotional growth, and to involve the pupil in experiences which promote concept formation essential for further academic achievement.

According to the data in the program's descriptive literature, the rationale for a bilingual educational approach rests on the contention that children six years of age are often thrust into a school program in which they are forced to start at the abstract level of a relatively new language (speaking, reading and writing and English); as a consequence, results in a detrimental effect on the academic achievement and progress of the Spanish-speaking child. In this respect, a child denied the advantages of learning, due to cultural and language handicaps, must be provided with experiences which will strengthen his role in society and extend his academic capabilities.

Curriculum and Instructional Approaches

The bilingual approach adopted by the Corpus Christi Follow Through Program differentiates instruction according to the following types of pupils:

Group 1--Pupils functional in English only.
Group 2--Pupils functional in English and Spanish.
Group 3--Pupils functional in Spanish only.

The pupils in the first group receive basic instruction in English with Spanish taught as a second language. Language arts are given both in Spanish and English. Games, stories, songs, and poems are utilized to develop cultural appreciation.

The second group receives instruction in English but concepts are clarified and reinforced in Spanish. Language and reading are taught in Spanish and English. Games, stories, songs, and poems also are utilized to develop cultural appreciation.

The third group receives all instruction in Spanish. English is taught as a second language. Children learn to read in Spanish first, then in English.

Eventually all of the pupils receive the major part of the instruction in English, but Spanish is continued to a lesser degree. Since language arts are taught in both Spanish and English, all children eventually are expected to be literate in both languages.

Difficulty was encountered in the half day in Spanish, half day in English approach. Repetition of the subject matter in English, for example, had a dampening effect because the pupils already had been exposed to it in Spanish. Additionally, the task of translating English materials into Spanish was very time consuming for the teachers. Further, in several cases, the English written matter did not produce a similar learning effect when translated into Spanish.

As an alternative, a flexible approach was incorporated allowing for curricular and intructional revisions. Spanish language books and materials printed in Spanish, although not directly corresponding to the instructional approach given in the English printed materials, are being used by the bilingual teachers. This has tended to reduce the amount of preparation time, while also providing different types of activities and language patterns in both languages. For example, where consonants are stressed in the initial development of the English language arts, the vowels are emphasized in the Spanish reading readiness approach.

The center has found that books and materials published in Mexico can provide advantageous instructional strategies in developing the Spanish language arts among Spanish-speaking children in the United States.

Testing and Evaluation

Program evaluation is being conducted by the University of Pittsburgh. Other testing is being administered by the Corpus Christi Public Schools, and the Southwest Educational Development Laboratory in Austin. Some testing has been completed, and the results will be available. This will serve to determine that effectiveness of the program in terms of achievement gains in languages and other given academic variables, as well as providing comparative data between experimental groups and between experimental groups and control groups.

Staffing

Teacher aides are being used efficiently in the instructional program. Although the classes average about 25 pupils, instruction in small groups is possible because of the involvement of teacher aides in various phases of the instructional scheme. Aides generally are Spanish-speaking high school graduates who have undertaken a teacher aide familiarization and orientation program conducted by the center.

Where Spanish is being used in the instruction, the professional teacher is bilingual; and where English as a second language is being developed, the professional teacher can be an English-speaking teacher. However, a Spanish-speaking aide often is included in the learning activities.

Ancillary Services

Nutritional supplement, health services, community resources (e.g., recreation, library, museum, field trips), and parental involvement are included in the ancillary services provided by the center.

Funding

Support for the program primarily comes from the Office of Economic Opportunity and the U. S. Office of Education. It is unlikely that this type of program can be instituted in school districts without some additional funding. The additional cost essentially is reflected in staffing (teacher aides), equipment, books and materials, and supplementary aids.

Evaluation of the Project for Dissemination

A visitation to the school was made on February 24, 1969. Two bilingual classes were observed (first and fourth grades). Interviews were conducted with three teachers, the project director, bilingual consultants, and the principal of one of the elementary schools. Instructional manuals, guidelines, and descriptive literature relative to the program was examined. This report and recommendations are based on the foregoing observations.

This model provides a more complete bilingual approach by recognizing the needs of three types of pupils: English-speaking, English and Spanish-speaking, and Spanish-speaking pupils.

The early experiences by the teachers in coping with the half a day Spanish--half a day English approach, and with the attempt to use English learning materials translated into Spanish is worth noting by other districts considering adoption of a bilingual program.

The observation of classes and interviews revealed some variance in the bilingual approach applied by different teachers. For example, one will introduce a concept in Spanish followed immediately with English instruction. Another teacher will use Spanish only in the introduction of a lesson or unit, and English in the presentation of another lesson or unit. The units in Spanish and English are essentially similar; however; the sequential order is different to allow the units in English to be covered subsequent to the units in Spanish. It is interesting to note that the activities associated in using both languages are not structured similarly. Generally, the bilingual teachers in this project tend to favor the latter approach. Therefore, it is quite likely that it will serve as a model for other districts rather than the former.

There also is some variance on the materials being used by the teachers in the Spanish instructional scheme, but the Mexican published materials are gaining acceptance from all of the bilingual teachers. Further, excellent guidelines and supplementary learning materials have been prepared by the staff, and are becoming available in booklet form. Because the program is still in the developmental stage, the materials are being revised. It is very likely the materials will be in final form within another year.

The project director predicts that the entire program will take shape more completely within one year. Testing that has been completed will give some indication of the over-all effectiveness of the program, as well as pointing out deficient areas. Further revision and expansion is expected in the year ahead based on these requests and other program objectives.

The potential of this program as a bilingual model for geographical areas with Spanish-speaking children is highly noteworthy. Some essential features could very well be considered for implementation at this stage of development. The basic model to be examined for possible dissemination includes three instructional approaches previously discussed:

1. A program for pupils functional only in English.
2. A program for pupils functional in Spanish and English.
3. A program for pupils functional only in English.

Some basic instructional materials have been developed to compliment adopted published materials. The teacher prepared materials are available for examination and possible adoption by other districts, but they are undergoing revision.

Actual classroom strategies for carrying out lesson objectives are still, in varying degrees, experimental. Further development will be required in formulating the complete model for dissemination.

The recent testing will provide some important indications of the relative effect of the instructional approaches mentioned heretofore.

The use of teacher aides is essential to maintain the small group instructional effect and other learning activities (e.g., individualized attention) within a given time block. This is very likely the most important item that needs to be considered in a budget proposal. The cost of special language books and materials would be the second most important consideration.

The attitude of the Corpus Christi school administration has been that of interest and acceptance of the program. However, one needs to be aware that federal dollars injected into a district offers an incentive for implementation of specialized programs and innovative instructional practices. This particular project essentially has been financed from outside sources for three years. Continuation beyond this period using local sources is an unknown factor.

The degree of effectiveness that the testing results show can be a determining factor in considering local support for the program in Corpus Christi and elsewhere. Some of these data, as was previously pointed out, soon will be available. Additional pilot testing results will be forthcoming after another year of operation.

Since the total program package is not yet complete, only the basic model should be considered for dissemination. Although some of the learning material developed through this program may be adaptable, in varying degrees, among localities with a similar need to those of Corpus Christi, it will take another year before a complete package of materials and instructional strategies will be available for dissemination.

Whatever is worthy of dissemination at this stage of development is readily available from the Corpus Christi Follow Through Program.

Related Project Information

Antonio Perez	Project Director
Gonzalo Garza	Principal of one of the Bilingual Schools
Carmen Salazar	District Bilingual Consultant
Mary Louise Vera	Bilingual Teacher
Gloria Villareal	Bilingual Teacher
Flora Barrera	Bilingual Teacher
Sylvia Rodriguez	Bilingual Teacher
Esperanza Villanueva	Bilingual Teacher
Edna Hosford	Bilingual Teacher

Adopted Instructional Materials

The Houghton-Mifflin Readiness Program and Pre-Primers are used in the English reading program. The Laidlaw Pre-Primers are used for reading in Spanish.

THE CORAL WAY BILINGUAL PROGRAM

Dade County Schools, Miami, Florida

Description of the Project

Background of the Project

The Coral Way Bilingual Program was organized in early 1963 under a Ford Foundation Grant. The need for developing a bilingual curriculum and instructional materials for non-English speaking children became increasingly apparent as a greater number of Cuban refugees migrated into Dade County. The Anglo-American school could not accommodate these children until they developed English communication skills. Thus, the program's primary objective was to construct a bilingual program that would develop the child's English competency without ignoring the instructional advantage of incorporating Spanish. Such a program also would serve to enable him to participate fully in the regular school program.

According to J. L. Logan, Principal of Coral Way Elementary School, some of the most important steps in developing the bilingual program were: (1) to enable the child to receive instruction for a part of the day in his vernacular with a native teacher of his own language, (2) to allow part of each day for the child to participate in a mixed group, at which time both or either language might be used, (3) to make available second language materials to reinforce or supplement the vernacular, (4) to provide assistants for the instructional personnel, and (5) to provide preservice and in-service training for teachers and instructional assistants.

A scheme was formulated to classify pupils according to English comprehensions and verbal fluency. The program could then be adjusted in terms of these classifications. Since a bilingual program necessitates the incorporation of teachers fluent in the child's native language, the hiring and assigning of Spanish-speaking teachers to the Spanish-speaking phase of the instructional program was achieved.

The basic formula was to establish a team of one certified teacher and two Cuban refugee teacher aides for two classes totaling approximately 60 pupils. This usually involved two classifications of pupils (the classification criteria is described in subsequent paragraphs).

Because of some of the difficulties, including cultural differences in the duo-team concept, a team teaching approach of using English-speaking teachers for instruction in English and Spanish-speaking teachers for instruction in Spanish was substituted and proved workable.

Moreover, mostly young and innovative-minded, non-conservative teachers were coupled with the Spanish-speaking teachers. This has proved highly effective.

Classification of Pupils

All non-English speaking pupils in the Coral Way Bilingual Program are classified as follows:

1. Independent--Pupils who communicate in English as well or almost as well as native speakers, although they still have some traces of difficulty. It is expected that these pupils might read somewhat slower than English-speaking pupils. They can function in the regular classes with other American children. However, English as a second language is given so their special language needs can be met more adequately.

2. Intermediate--This category applies to pupils who understand a great deal of English, but who still need special attention. They are offered English as a second language for approximately two hours a day. The first hour is devoted to oral drill and the second to reading and writing of material which has been practiced orally. Textbooks of the *Fries American English Series* appropriate to the age-grade and language level of the pupils are used (grades 3-12). Special adaptation of the series is made to assure the appropriateness of the content for grades one and two.

3. Non-independent--This refers to pupils seriously handicapped in their command of English. These pupils are given three hours of English as a second language. One period is devoted to oral drill, one to reading and writing or the material practiced orally, and one to receptive reading. The Fries American English Series materials, appropriate to the level of the pupil, also are used with these students.

In schools with a very small percentage of non-English speaking pupils, the availability of an organized bilingual program may not be feasible. But the responsibility for orienting these pupils and teaching them English rests with the teacher. Special attention for those knowing little or no English is provided at least one hour each day.

Scheduling

In terms of the above classifications, non-independent, and intermediate pupils are not scheduled into regular English classes. English as a second language is used for language arts in the elementary grades and for English in the secondary schools. In addition to English as a second language, non-independent and intermediate pupils are scheduled into regular classes or subjects where they can achieve a reasonable measure of success. Other subjects normally include mathematics, physical education, art, music, home economics, industrial arts, typing, and Spanish S (Spanish S refers to Spanish language instruction for Spanish-speaking pupils, with emphasis in reading and writing Spanish). Intermediate pupils also can be scheduled into science, social studies, or any other subject commensurate with their English proficiency.

Grouping

The program allows for grouping of students on the basis of information given in a pupil's progress insert, which is attached to his cumulative records, and in accordance to non-independent and intermediate classes with respect to level of English competency.

Pupils who speak Spanish are placed in Spanish classes designed for the non-Spanish speaking pupil. Additionally, pupils in Spanish S classes can be sectioned in accordance with their skills in that language.

Evaluation of Student Progress

If a child classified as non-independent at the beginning of the year achieves sufficient mastery of English to be reclassified as intermediate by the end of the year, he should be promoted even though he will not have covered the content areas offered the regular classes. The primary objective is to help pupils acquire and master the language arts and number skills in English so they may be reclassified as independent pupils as quickly as possible.

As nearly as possible, the emphasis is to evaluate pupil progress in terms of behavioral objectives, i.e., evaluation based on the reading program being offered and not in terms of grade level standards given for Anglo-American children. For the non-independent or intermediate pupil, this further implies that evaluation is on the basis of his ability to read material he has practiced orally. Moreover, the evaluation in English reflects the child's progress in oral English, and the evaluation in writing reflects the child's progress in writing that he has practiced orally.

Testing and Evaluation

Reference is made to English language proficiency tests available from the bilingual office, but these tests can not be relied upon as a sole means of evaluating a pupil's proficiency in English. Oral responses and other behavioral variables associated with language proficiency, detected through observation, are considered important features in the progress and achievement.

American reading tests, i.e., the Gates Reading Survey, are suggested only to classify or reclassify pupils for advanced levels of instruction. However, the staff also is aware that these tests fail to provide data to differentiate between pupils who have a language problem and those who are retarded in reading.

Methodology

The methodology suggested for teachers is that of stimulating pupil involvement. When interest and attention begin to drop, the teachers have used games and other activities to introduce or review content.

The behaviorist, direct question and response approach, is not viewed as advantageous in this program. The staff feels the learning of a language should include content and language activities highly relevant to the child's daily living. For example, a language unit in ESL might include recreation (a trip to the beach, etc.) that is meaningful to the Florida child.

Yet, the essential components of language development are an integral part of the instruction scheme. In this approach, greater interest and involvement is generated by the teacher. This method is less rigid and avoids the application of predetermined stimulus--response phrases that are found in other language instructional techniques.

Pilot Testing Programs

In a recent paper which describes the bilingual program at Coral Way Elementary School, Principal J. L. Logan discussed one of the studies being undertaken to determine the effectiveness of the Dade County bilingual program. Mrs. Mabel Richardson, teacher in the school system, is attempting to test three factors:

1. To compare the academic progress of the English-speaking pupils in the bilingual program, grades one through three, with the academic progress of pupils, grades one through three, who attend a regular Dade County School. The pupils in the bilingual program are taught one-half day in Spanish. The control groups are taught the full day in English.

2. To compare the academic progress of the Spanish-speaking pupils who are in the bilingual program with the academic program of Spanish-speaking pupils who attend regular school in Dade County. All instruction for the control group is in English.

3. To determine if, and at what point, the students in the program become bilingual.

This testing program will determine the effectiveness of the program for the English-speaking child who is learning Spanish, and for the Spanish-speaking child who is learning English. As soon as this study is completed, data will be available.

Evaluation of the Project
and
Recommendations for Dissemination

The Coral Way Bilingual Program has formulated clearly defined objectives for the population included in its curriculum. It uniquely provides language instruction for the non-Spanish speaking, and for the Spanish-speaking person at various levels of English comprehension and verbal facility.

Learning materials have been selected to offer instruction appropriate to the different levels of English usage and comprehension while, at the same time, comensurate with the type of Spanish language instruction needed for the non-Spanish speaking child and the Spanish-speaking child.

Teachers with a Spanish languages background are used either as teacher aides or teachers in the Spanish language phase. Likewise, English-speaking teachers are advantageously used in the English instructional phases.

A team-teaching approach is used with a bilingual teacher and English-speaking teacher planning the lessons so the content is related in both languages. Concepts are introduced in the native language for the non-English speaking child, followed by further development in English.

It was necessary to select English-speaking teachers who possess a Cuban-cultural appreciation, who exhibit empathy for their needs, and can work harmoniously with Spanish-speaking teachers. Difficulty in the team approach was experienced initially because of a few traditional-type teachers who expressed reluctancy to the bilingual program and its innovative ingredients. It is suggested that other school districts consider this cultural variable in implementing a bilingual program.

Because the instructional techniques generally applied in the program emphasize pupil involvement, and tend to depart from a mechanistic, and highly structured behavioristic approach, interest and motivation was clearly apparent among the children observed during the visitation.

Evaluation takes into account the beginning level of the child and his achievement progress at given times. Besides the application of paper-pencil instruments for measuring achievement, the evaluation phase incorporates observations of pupil overt behavioral characteristics relative to the instructional scheme.

There is no statistical data which show the comparative academic and language achievement gains of bilingual groups (Spanish and English) versus a control group using only English. It is evident from observations and testing by the teachers that pupils are progressing normally; i.e., retardation in cognitive development has not appeared as a problem.

To implement this model, a school district must consider adoption of instructional materials relative to the given curricular objectives. It will be necessary to employ and train bilingual teachers through pre-service and in-service institutes.

The cost, will, of course, depend on the size of the Spanish-speaking population, and the number of non-Spanish speaking children included in the bilingual program.

This model is highly recommended for dissemination to geographical areas where children are found with various levels of English-speaking facility. The adaptability of the model to other Spanish-speaking children (e.g., Mexican Americans and Puerto Ricans) should present little to no problem because the cultural aspects can easily be changed to reflect that of another Spanish-speaking ethnic group.

The program coordinators welcome the opportunity to show and describe the program to anyone interested, and offer it as a potential model for dissemination.

TEACHING SPANISH TO THE SPANISH SPEAKING CHILD--
A WESTERN STATES SMALL SCHOOLS PROJECT IN PECOS, NEW MEXICO

Description of the Project

Background of the Project.

Pecos, is a small New Mexico village nestled in the snowcapped Sangre de Cristo mountains about 20 miles east of Santa Fe. Approximately 94 percent of the villagers are Spanish-speaking, who use Spanish more than English. The community is rural with about 55 percent of the non-English speaking people classified as economically disadvantaged.

The Western States Small Schools Project has sought to establish the study of the Spanish language as an integral part of the total curriculum. Primary goals are:

1. Development of reading skills which enable students to read easily material designed for native speakers of Spanish at various levels (grades one through six).
2. Development of writing skills for self-expression.
3. Acquisition of an extended oral vocabulary to complement the basic home-acquired Spanish language.
4. Development of a positive attitude toward Spanish.
5. Effecting an awareness of the fine elements in the Hispanic cultural heritage.

The project has provided the opportunity to test teacher-prepared units, and to demonstrate the feasibility of offering a language arts block in Spanish in grades one to six.

Two noted advantages were detected in teaching Spanish to Spanish-speaking children: (1) the child already possesses the basic phonology of the language, and (2), already has a basic structure and varying degrees of competence in the language.

The basic task has been to continue the oral Spanish language development of these children, coupled with reading and writing instruction.

The program stresses an important curricular feature which departs from the traditional conversational, audio-lingual approach. It is designed essentially as a language arts program in which correct speech, reading, and writing are developed.

The Laidlaw Brothers Publishing Company books were selected for the program. This represents a reading series (Por El Mundo del Cuento y la Aventura) of five basic texts and a vocabulary of approximately 1,000 words. Supplementary materials and visual aides have been prepared by the teacher and introduced in appropriate sequence in each of the grades.

The children in this program are given an opportunity to speak, such as in reporting news events and activities. New words and concepts are introduced daily, and developed into sentences which the children are encouraged to practice in conversation at home.

Reading is introduced through experience charts and other related activities. Basic readers, reference books, newspapers, and magazines are used.

Writing is somewhat more difficult to develop, but much more satisfactory progress is reported after the Spanish sounds are learned. (And for the Spanish-speaking child, perhaps this is not as difficult as compared to the English-speaking child.)

Dramatizations at each grade level are used to effect and improvement in the language arts and in the development of self-confidence and pride in the child's culture.

According to the interviews and the brochures describing the program, the children are gaining in ability to use better Spanish. Moreover, several non-Spanish-speaking children are showing remarkable progress in learning a new language.

Evaluation and Recommendations for Dissemination and Implementation

The Pecos Project, funded under Title I, includes approximately 300 pupils between grades one to six. Since the pupil population is 94% Spanish speaking, the Spanish Language Arts Program is an approach to develop a truly bilingual child, equally verbal in Spanish and in English.

Observation of classroom activities conducted by a Spanish-speaking teacher of Chilean descent revealed a noted improvement in the application of Spanish among these children as compared to other Spanish-speaking children in rural New Mexico.

Interviews with the teacher and administrators indicate that--based on their observations of the behavioral characteristics of these pupils in school--increased self-confidence, greater interaction and involvement in other academic areas have been noted. There is presently no test and statistical data to substantiate these behavioral characteristics and academic gains as compared to children not in the pilot program. However, at least three positive behavioral characteristics were clearly apparent in observing the children in one of the classes: they appeared highly interested in the subject matter content, were interacting enthusiastically and freely, and were developing and using vocabulary related to the lesson content.

In experimenting with the length of the class period, the teacher has found that the 45-minute period as compared to the 30-minute period allows sufficient time to cover content and a variety of learning activities.

Community reaction, has been highly favorable among both Spanish-speaking and English-speaking parents. Generally, English-speaking parents (a 6% minority) have expressed delight that their children have the opportunity to be functional in two languages.

The administrators desire to expand the program to grades seven and eight and to the other elementary schools in the village. Additional funding will be required to support in-service training institutes, additional materials, and personnel. It is possible that the present teacher, who is outstanding in the application of various instructional techniques, could serve as a master teacher in training other teachers and teacher aides. Present funding under Title I is approximately $9,000, but would have to be increased to permit expansion.

It is suggested that a language arts test instrument be selected or developed by the project staff to measure achievement among the pupils in the program, and at various grade levels, as compared to a control group. A longitudinal study also might be conducted to determine gains in academic achievement in Spanish and in the other curricular areas as well. The data from such a study would show more precisely the effects of the program.

But it must be remembered that the English language arts program should not be taken for granted. English deficiencies have been noted among rural Spanish-speaking youngsters going on to secondary schools and colleges. For a truly bilingual program to be effective, both of the language arts programs (Spanish and English) must be given equal attention and emphasis. This is strongly recommended for rural areas planning to institute bilingual language arts programs at any grade level.

Based on the observation and interviews, it can be concluded that the possibility of implementing this type of a program in the Spanish-speaking rural New Mexico communities deserves attention. The teacher's instructional strategies are not dramatically innovative, but her personality and empathy tends to create a positive atmosphere to learning. Since these characteristics are not necessarily found among all teachers, it is further suggested that a variety of classroom activities, coupled with multi-media, be incorporated in the instructional scheme to make the program increasingly effective, if and when it is implemented elsewhere.

This program is recommended for dissemination, with some additional innovative instructional practices that may be introduced by others, to rural, low-income, Spanish-speaking communities in the Southwest. It does not appear that the model is directly applicable in urban areas where the majority of the children of Mexican American descent are generally English-speaking. Yet, to accurately ascertain the generalizability of the Pecos Model, pilot programs should be conducted in urban versus rural areas, lower-income versus higher-income communities, etc.

The project staff has indicated an interest in the dissemination possibility of the model. Visitations are welcomed and literature and data are available to other districts that express an interest.

Related Project Data

Mrs. Ellen Harnett Digneo, Project Director

Mrs. Tila Shaya, Project Editor

Mr. Tito Herrera, Principal of the School

Mr. Canuto Melendez, Superintendent, Pecos School

Mrs. Olivia Pincheira, Teacher

ESL/BILINGUAL DEMONSTRATION PROJECT CENTER

The Inner City Project, San Diego City Schools

Description of the Program

Background of the Project

The San Diego City Schools Inner City Project, has undertaken development of an effective ESL/bilingual-bicultural demonstration program to meet the needs of students with little or no facility in using English. The target area has been essentially the children from low-income, non-English speaking Mexican American families in the San Diego area.

The major objectives of the project have been:

1. To designate five demonstration classrooms of ESL.
2. To demonstrate methods for teaching the English communication skills to Mexican American students.
3. To demonstrate effective parent and community support programs for non-English-speaking individuals.
4. To demonstrate effective liaison between the school and the Spanish-speaking home.
5. To increase teacher awareness of Mexican American cultural characteristics.
6. To encourage the establishment of special adult ESL classes that complement those of their children.
7. To provide on-site resource help for the ESL classroom teacher on a continuing basis.
8. To provide professional resource assistance to the ESL teacher utilizing the bilingual approach.
9. To insure that the Mexican American child retains a pride in the Mexican language and culture.
10. To disseminate information pertinent to the project, specialized programs and the non-English speaker.
11. To bring specificity to the evaluation of the ESL program.

Curricular Programs and Instructional Practices

The following demonstration programs have been undertaken by the Center:

1. Bilingual Preschool Program: Lowell Elementary School

One teacher/writer has been developing and adapting methods and materials to the perticular needs of the non-English speaking preschool child. This program forms the base of a three year longitudinal scheme that will carry these students through grade one in order to achieve a sequential set of evaluation criteria.

2. Bilingual Kindergarten: Lowell Elementary School

One teacher/writer has been working with a special adaptive kindergarten program. This component is expected to give comparative data as matched with the bilingual program.

3. Bilingual Intermediate Ungraded: Lowell Elementary School

Non-English speaking children entering this school who would normally be placed in grades four, five and six are assigned to the ungraded bilingual class. One teacher/writer has been given the responsibility of adapting and demonstrating materials and techniques.

4. Reception Center: Logan Elementary School

At Logan Elementary School a reception center is in operation to process and place all incoming non-English speaking students in the preschool, kindergarten, primary, and intermediate grades.

5. Bilingual Secondary: Memorial Junior High School

At this school one teacher/writer is responsible for the adaption or preparation of Spanish language materials in the subject areas of mathematics and social science. Further, Level I English as a Second Language is incorporated into the areas of mathematics, science, etc.

6. Spanish for the English-speaking child: Burbank Elementary School

At Burbank Elementary School, a class is being conducted in Spanish for

English-speaking children to facilitate later development of a combined bilingual class for both the Mexican American and non-Spanish speaking child.

7. Adult Complementary Classes: Lowell Elementary and Memorial Junior High

The majority of adults involved in this program are parents of children enrolled in the special programs in both elementary and junior high. The instructors are from the regular San Diego Adult Program.

8. Community Aide Program

The center project provides services of a community aide for 25 hours per week for each satellite district. These aides serve as liaison between the school and the Spanish-speaking community. Additionally, they attempt to encourage non-English speaking adults to enroll in complementary adult language programs.

9. In-service Training Programs

The ESL/Bilingual Center conducts two one-day workshops per month, one for the elementary and one for secondary teachers. The workshops provide techniques for teaching the non-English-speaking child and a presentation on cultural awareness of the Mexican American.

10. Testing and Evaluation Program

Project evaluation will be determined by measuring both pupil achievement and desirable changes of teacher capability and performance based on pre- and post-testing.

Pupil achievement in the special ESL Model Centers consists of (a) intellectual capacity, (b) audio-lingual facility, (c) reading readiness or achievement, and (d) developmental materials.

A number of standardized instruments are being utilized to measure intellectual capacity (the Goodenough Draw-a-Man Test, the nonverbal section of the Lorge-Thorndike Test, the Spanish edition of the Wechsler or Binet Tests, etc.). Also, video taping and playback is used as a key ingredient in the assessment of participating pupils and teachers.

An English Placement Test, developed by Dr. Steve Moreno, has been pilot tested by the Center and covers essentially four learning areas: (a) structure, (b) picture vocabulary, (c) listening comprehension, and (d) pronunciation.

This English proficiency test is based on the lesson objectives given in the H-200, ESL Bilingual Series, developed by the University of California at Los Angeles. The test can be used in a pre- and post-test approach, as well as a diagnostic and placement instrument.

Evaluation and Recommendations for Dissemination and Implementation

The evaluation of this program is based on a visitation to the Center of February 10, 1969, observation of two bilingual classes (kindergarten and fourth grade), and interviews with coordinators, teachers, and other project personnel.

Kindergarten instruction essentially was conducted in Spanish, i.e., concept formation was introduced in Spanish. Student responses to visual and verbal stimuli also were elicited in Spanish. English as a second language was later presented using the level of concept formation previously given in the Spanish lesson content. The objective in this instructional scheme is to avoid retardation in content because of low English comprehension. However, as the pupil progresses to more advanced levels in the learning program, English becomes an increasing medium of communication until the child becomes educationally functional in both languages.

In a similar approach, a fourth grade social studies class was conducted in Spanish with pupils learning social science principles equivalent to that being covered in other district fourth grade classes. Apart from this, the pupils were additionally receiving instruction in using English as a second language. As these pupils progress in English comprehension and usage, more and more English is used in the subject matter content.

Because published materials and teacher aides are not readily available for this type of curriculum, the teachers have assumed the role as teacher/writers. Creativity in developing aids that provide excellent stimuli to learning was apparent, especially in the kindergarten group. It is, therefore, suggested that an important variable to consider in the implementation of this type of a program is a well-conceived preservice training program for teacher and teacher aides.

Because of the time consumed in preparing lessons, materials, and instructional aids, the teachers need paraprofessionals with different role responsibilities. This could serve to strengthen the program, and is recommended for incorporation in the implementation of similar programs.

Administrative support for the program is apparent, and funding is considered adequate by project coordinators. However, with increased staffing, i.e., paraprofessionals, the present budget could reflect a slight increase.

The use of the I.Q. test has been dismissed as an appropriate instrument for placing students. An English proficiency test has been developed by the Center to correspond with the H-200 lessons published by UCLA, with the primary objective of determining level of English proficiency. This test has been successfully pilot tested, using a well-conceived statistical analysis to ascertain test reliability and validity measures. It can, therefore, be used as a valid and appropriate instrument with the H-200, ESL/Bilingual lessons. An examination of the actual test instrument, together with the rationale used in its development and pilot testing, indicates that this test can serve as a model in other school settings where this type of an interesting and important element in the program is used.

The community involvement program is another interesting and important element in the program. Its chief purpose is to inform parents on the important features in the instructional scheme. Parents must be made aware that conceptualization for the non-English speaking Mexican American can be enhanced through a bilingual approach rather than through an English approach. It also is hoped that parents, with involvement in school-community relations, will be induced to improve their socio and educational level through adult English lessons.

Community aides are being used as liaison agents to familiarize parents with the objectives of the school, their rights as citizens, and sources of information for their economic and social improvement. These aides are paid $1.95 per hour and work five days a week. Six community aides are presently employed, and all are Mexican Americans.

An interview with Community Program Coordinator, Leonardo Fierro, revealed that the program is becoming increasingly successful in involving the parents in school and community affairs of interest and concern to the Mexican American.

The implications the program can have in communities with non-English speaking Mexican Americans can be far reaching. Not only is it recommended as an integral part of an ESL/Bilingual program, but also as a potential program for effecting more involvement by Mexican American parents in all phases of the school curriculum. The middle-class Anglo-oriented PTA virtually has failed to involve the Mexican American in community-school relationships--especially among the low-income group. This program offers a new alternative--one which recognizes the culture of the Mexican American, his problems, and his needs.

The ESL/Bilingual program used in the San Diego schools is recommended as a model for school districts with non-English speaking people with Spanish surnames. In its present form it does not cope with the educational problems of the English-speaking, Mexican American child who is still not functioning fully in the Anglo American school setting; and, in this respect, it is proposed that the model be expanded to meet the needs of these children in San Diego, and in all areas of the nation where such problems are identified.

The cost for implementing this program will very likely be less than the budget supporting the San Diego project. It is important to note that the San Diego cost also reflects materials development, pilot testing, etc. For other districts, the basic model will have been developed, and the cost of implementation would be solely to provide personnel, adaptation of instruction, materials, curriculum, etc.

The basic model offers a preliminary plan for implementation. However, the content, instructional strategies, materials and media, and evaluation instruments are still in the developmental stage. It would take at least one year for the complete package to be ready for direct implementation. For school districts with target populations similar to the San Diego ESL/Bilingual Program, the present data provided by the project can offer a preparatory phase leading to the eventual implementation of the model.

Related Project Data

Herbert Ibarra, Project Director

Leonardo Fierro, Community Relations Coordinator

Mrs. Lilian Halsema, Curriculum Coordinator

Dr. Steven Moreno, Evaluation Specialist

THE SAN ANTONIO BILINGUAL
DEMONSTRATION AND DISSEMINATION CENTER

San Antonio Independent School District
San Antonio, Texas

Critical Analysis and Evaluation of the Program and Recommendations for Dissemination

Approximately 4,000 Mexican American children in nine elementary schools of the San Antonio Independent School District are involved in a bilingual language development program. The program, an outgrowth of a research project initiated in 1964 by Dr. Thomas D. Horne of the University of Texas at Austin, is now funded primarily through Title III of the Elementary and Secondary School Act.

The program's underlying philosophy is the belief that the learning of a second language, in this case English, is facilitated through the study of the native language, Spanish, and through the learning of content materials (e.g., science and social studies) in Spanish, prior to English.

Also basic to the program is the notion that oral language development should precede reading instruction. It is suggested that only after a child is proficient in listening and speaking can he become proficient in reading and writing. This notion implies a postponement in the development of these skills; a cause-effect relationship that needs to be tested for validity.

The San Antonio program attempts to develop bilingualism, beginning with oral methodology, using patterned practice and repetition designed to strengthen the language skills. According to the program's descriptive literature, the instructional approach encourages the highest rate of correct responses which tend to give the child a feeling of achievement and security. These variables need to be tested for validity, especially the latter.

The program maintains that memorizing or "overlearning" basic sentences reinforces learning of a foreign language. Although it is conceivable that language can become habituated and approximate the language used by native speakers; memorizing and overlearning does not, in every case, produce a positive reinforcement.

Memorized patterns can limit the subject's responses to structured stimuli. However, where stimuli is not presented in the precise form that it was memorized, it is possible that the desired response will not be elicited. This is the chief disadvantage in using a highly structured, behavioristic type instructional approach. The children observed in two classes in the San Antonio program responded verbatim, somewhat in robot-like monotones, to patterned verbal stimuli.

The program is described as initially structured in materials and teaching techniques for the first and second grades, with carefully planned and carefully followed patterns of questions and responses between teacher and class, between teacher and individual child, and between child and class. Accordingly, the over-all goal is for the program to progress in flexibility, allowing exploration by the child. It is assumed that exploration will be enhanced because the child will have thoroughly learned sentence patterns and a wide vocabulary. This notion needs to be tested for it also is conceivable that a structured, behavioristic approach will produce a negative effect on creativity, independency in learning, and exploration.

Children participating in the bilingual and in the English as a second language classes have been tested using instruments incorporating expressive and receptive language, as well as I.Q. and achievement tests.

Test results show highly significant differences between pre- and post-tests for all children in the program. Children in both bilingual classes and English as a second language have made significant progress during the year both in language development and in I.Q. scores.

In comparing the bilingual to the ESL approach, the San Antonio program found that pupils in the bilingual education classes learned as much English as pupils in the intensified English as a second language classes, and, of course, learned more Spanish. Further indications show the bilingual approach better for vocabulary building and grammar, while the ESL approach appears more effective in phonology.

Additional validity relative to the effectiveness of the program can be ascertained by comparing language development and other academic achievement between the experimental groups and one or more control groups.

The use of a self-analysis technique in teacher evaluation is excellent for involving the teacher in the evaluation process and in effecting a positive behavioral change. Although the effectiveness of this technique already has been tested by other agencies (Stanford University), the effect of this method associated with a bilingual program needs to be tested.

The San Antonio Bilingual Demonstration and Dissemination Center has indicated several positive learning effects through a bilingual program for Spanish-speaking children. Yet, because of the program's highly structured instructional approach, the effect in developing the general behavioral and academic capabilities of the child remains questionable. Further testing is needed to ascertain the program's effect on a number of learning variables. At this stage of development, it is suggested that possible dissemination of the program be postponed until further exploration, development, and testing is undertaken and completed by the Center.

Related Information

The foregoing report is based on a visitation to the Center on February 20, 1969, observation of two classes, interviews with the project coordinators and three of the bilingual teachers, and examination of the descriptive literature.

Project Personnel

Jane Gonzales, Director

Curriculum and Staff Development Specialists:

Teresa Dent, Arcadia Lopez, Mary Esther Berval,
Johnny May, Josephine Valencia, and Gloria Zamora.

LAREDO BILINGUAL PROGRAM

Laredo Public Schools, Laredo, Texas

Description of the Project

The city of Laredo is uniquely bilingual. It is composed of approximately 90% Spanish-speaking and 10% English-speaking people, with both groups generally capable of using either language as a communication medium.

Spanish language instruction has been carried in the elementary grades since 1960. Prior to 1967, however, the instructional approach was audio-lingual. Reading, writing, grammar, and cultural language activities are now a part of Spanish language instruction.

The interviewees described the methodology for developing the cognitive processes of the child as "the direct method," i.e., an instructional approach which uses objects and pictures to introduce concepts. However, concept formation is introduced in English, with Spanish used only as needed.

The actual teaching of Spanish is, in essence, a language course. But for the Spanish-speaking children of Laredo, it is more of an enrichment course, including vocabulary development, grammar, etc. Thus, Spanish is not the basic language used in the subject matter. Yet it represents an important part of the child's bilingual development.

Generally, the Spanish-speaking people in Laredo use a very fine Spanish and have great pride in their Mexican heritage. Moreover, this type of image is reflected among the children and the Spanish-speaking teachers (the majority are Spanish-speaking), who provide stimuli to enhance this type of cultural appreciation. Because the books used in the Spanish language activities are published in Mexico, the content contains a Mexican cultural orientation.

Additionally, the proximity of Nuevo Laredo, which is Mexico's border city in this geographical area, provides continuous reinforcement for much of the Mexican culture. Thus, the Spanish-speaking people in Laredo often cross the border to join Mexican citizens in celebrating the Mexican national holidays. Likewise a contingent of the Mexican army garrisoned in Nuevo Laredo often participate in the American national holidays.

Although the majority of the Spanish-speaking children in Laredo enter school with little or no knowledge in English, the bilingual teachers use "the direct approach" to introduce content in English, reverting to Spanish only as needed. However, the interviewees indicated that the children utilizing this approach, were able to read a complete story in English within six weeks.

Several psychological and education tests (Stanford-Binet, WISK, etc.) are used to ascertain the level of a child's mental ability. The interviewees are aware that no one instrument is truly indicative of a child's mental capacity, but they contend that for purposes of determining if a child is essentially mentally retarded (below dull-normal), the instruments do have merit. A special curriculum has been provided for these extreme cases.

Additionally, a migrant school is provided for children of parents who are frequently leaving and entering the city for job opportunities. This curriculum runs from the pre-first to the sixth grade. The uniqueness of this curriculum is the length of the school day (eight hours) as compared to the conventional school day. Although the separation of these pupils from the mainstream of the school population in Laredo is a noted disadvantage from a sociological perspective, the administration feels more attention can be given to the children's special needs in this curriculum. On the other hand, it is quite likely that special programs for migrant children could be provided within the regular curriculum to help offset some of the deficiencies caused by frequent mobility Otherwise these children are denied the opportunity to associate with children whose parents represent various socio-economic levels.

The interviewees revealed that, except for English vocabulary, the children do not fall below national norms in the standardized achievement test (e.g., the California Achievement Test). It was also reported that the dropout rate from grades 1-12 ranges between 10-15 percent, and some of these cases are migratory pupils.

English as a second language was introduced in 1969. This represents a three year pilot program with controlled classes and experimental classes scheduled between grades one to four. The interviewees maintain that the program might effect lower progress in English vocabulary development -- the area in which the Laredo children are scoring below average in standardized achievement tests. This notion arises from the contention that Spanish need not be used in the subject matter because these youngsters already come to school with a relatively fine Spanish. According to these interviewees, what is needed is additional practice in conceptualizing in English. It appears that these interviewees favor English usuage in the curricular content to give the Spanish-speaking children additional practice in English. In this perspective, any additional application of Spanish tends to deny the pupil a truly bilingual development. The interviewees do not envisage a danger in these children not being able to function in Spanish because their environment, coupled with further development through Spanish language instruction, is providing such exposure.

Community support for Spanish language instruction has not been a problem because Laredo is essentially a bilingual city with a large Spanish-speaking population. Moreover, the fine Spanish spoken by the Spanish-speaking teachers has facilitated the development of the Spanish language program.

Several financial sources have been tapped to fund the Laredo programs. Among them are Title I, II, III, and IV. Title III is being used to support the ongoing ESL program in six elementary schools.

Evaluation of the Project for Dissemination and Implementation

The Laredo programs offer several alternatives for meeting the learning needs of Spanish-speaking children. It is important to note, however, that the essence of the programs correspond specifically to the uniqueness of the city and its population. In this sense, the adaptability of the Laredo Spanish Language Program, the ESL Program, the School for the Mentally Retarded, and the School for Migrant Children may not be generalizable to other geographical areas in the Southwest.

The reliance on the I.Q. tests to determine the mental retardation of children, followed by placement in a mentally retarded school needs further examination. The approach is questionable unless it is coupled with more intense psychological examinations.

The separation and placement of migratory children into a special curriculum denies them association with a heterogeneous school population. Although some learning variables might be effectively treated in this special curriculum, it can result in negative sociological and psychological effects.

There appears to be a division among Laredo personnel on the type of bilingual approach to use in implementing the language arts and the subject matter content in the Laredo schools. Two philosophical approaches are: ESL versus English usage in cognitive development, coupled with a Spanish language course. The interviewees (Spanish-speaking curriculum coordinators) unanimously favor the latter approach. The comparative effectiveness of these two approaches will very likely be resolved through the pilot testing of the two programs.

Academic achievement gains reported give a favorable impression of the curricular and instructional program, excepting English vocabulary. But dissemination of the programs should be postponed until further testing and data are available on the effectiveness of the two bilingual approaches. Further, because of Laredo's uniqueness, the adaptability of the ongoing program elsewhere also is questionable.

Related Data

Laredo Project Personnel Interviewed on February 19, 1969:

Hermelinda Ochoa, Curriculum Director

Olivia E. Garcia, Associate Curriculum Director

Elia Montenmayor, Science Curriculum Coordinator

SPANISH ARTS PROGRAM FOR MEXICAN AMERICANS

Tenaya Junior High School
Merced, California

Description of Program

All students in the Spanish Arts Program 6th grade take 20 minutes of Spanish daily, but are not grouped. All 7th and 8th grade students take one period of Spanish daily, and are grouped according to ability. A placement test is given in the spring to aid registration for September. Beginning Spanish students are Spanish-surnamed youths not fluent in Spanish. These are primarily third and fourth generation students whose language at home is not primarily Spanish.

Both Spanish instructors are native Spanish-speaking. There are two other Mexican American teachers. One teaches a class for mentally retarded and the other is a sixth grade teacher. There are also two Negro teachers. The principal would like to employ additional Spanish and Negro teachers, but has been unable to find them. The district plans to send a recruiting team to Texas to entice more Spanish-speaking teachers to Merced.

The following describes the program.

1. The program started in 1962 under the McIntyre Act as a pilot operation; it proposed that everybody with a Spanish surname take a placement test.
2. The program had its beginning through PTA. Some Mexican American leaders have been involved in PTA for some time. The president in 1962 was Mrs. Vera Martinez. Mexican American teachers also are involved in the project. One is secretary of the Mexican

American Parents Association. Most of the Mexican American parents are home-based; few are now migrant.

3. There is evidence of measurable gains in the academic area of the program, but data was not available at the time of the interview. The program, according to the vice principal, has given the Mexican American student a better image of himself, and has resulted in increasingly less disciplinary referrals.
4. There is no teacher aide program although such a role is easily discernable in this program. One problem is the unavailability of funds.
5. The program was initiated and supported by local funds for two years. Federal funding this year is $8,755 from a total Title I allocation of $206,000. The possibility of local financing in other districts with similar need is apparent.
6. Two hundred students are currently enrolled in the program. The largest cost factors are personnel, books, and materials. The principal suggests that an in-depth study is needed. A well-conceived evaluation program also is needed to effect curricular and instructional revisions.
7. The principal indicated that the community already had demonstrated a willingness to support the program when and if Federal funding is terminated.

Some research work is being conducted. For example, one teacher is writing his Master's thesis on the project.

The classrooms are very colorful and attractive. Student drawing throughout the room reflect (Mayan history) Mexican cultural aspects.

One room contains six listening stations so students can listen to Mexican music both popular and traditional.

The title of the textbook used for Mexican American students is El Espanol Al Dia. Although it appears strongly traditional, it contains much culturally relevant material.

The program seems to be an excellent model to give identity and cultural pride to the Mexican American student, but the instructor is not effective. Consideration needs to be given to in-service training to formulate and use various instructional activities and media.

A tutorial program is held after school with a teacher serving as coordinator and college and high school students as tutors. In some cases, exceptional junior high school students fill the role. Most of the children in the program are Mexican American. The faculty can recommend students for participation, but the parents make the decision for their children to attend.

Two counselors, a psychologist, and an administrator are available to meet with parents in the evenings. Student referrals are made by teachers, and appointments are arranged by mutual consent. The counselors in this program do not speak Spanish because the district has been unable to find any. The administration, however, is aware of the need for a bilingual counselor.

Evaluation of Program for Dissemination

This program is basically a Spanish arts program. A strong feature is the cultural appreciation aspect which is an integral part of the instruction. The program is quite narrow in scope and is not recommended as an outstanding model for dissemination.

Related Information

Tenaya Junior High School (Named after last Yosemite Indian Chief who held out against Americans.)

760 N Street
Merced, California

William DiSimone, Principal
Keith Watters, Vice Principal
Nicholas Ochoa, Instructor

School has following population out of 760 students:

55%	Mexican American
32%	Negro
28%	Other

TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS

Our Lady of the Lake College, San Antonio, Texas

Description of the Program

Background of the Project

The Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans provides for identification and selection of Mexican Americans in economically deprived areas with potential ability, who otherwise probably would not go to college, to be admitted to Our Lady of the Lake College in a special teacher training program, and then return as bilingually trained teachers to the areas from which they came, or similar areas, to teach.

Curricular Emphasis

The teacher training program provides special courses in speech for diction and for understanding of bilingual speech problems, in Spanish to enable students to teach bilingually, in English for communication competence and knowledge of comparative phonetics and linguistics, in sociology with the emphasis in Pre-Columbian and Hispanic cultures and their current relevance to the processes of cultural integration in the Southwestern United States, special courses in the Worden School of Social Service, and education courses directed toward the problems of disadvantaged children from Spanish-speaking homes.

Financial Support for Students and Job Placement

The students are financed through Educational Opportunity Grants, the college's Work Study Program, and National Defense Student Loans. They receive $1.50 per hour for internship duties ($1.20 from the college and $ .30 by the school district). This enables the students to take the training without undue concern about tuition and personal expenses.

Purpose of the Project

The program attempts to develop in these prospective teachers intercultural understandings and attitudes which will facilitate their working creatively with low income area children who have language problems. The progress of these students will be continuously evaluated so the training program can be modified as needed to make them effective teachers of economically deprived Mexican Americans.

Rationale for the Training of Bilingual Teachers

This scheme recognizes that the traditional instructional approach has been to simply ignore the unique circumstances of children from Spanish-speaking homes and to assume that even with little or no experiences in speaking English they would somehow learn as easily as their English-speaking classmates. Since this has not been realized, some schools have coped by directly grouping all Mexican American children in a pre-first grade to spend a year learning English and laying the foundation for regular school experience. Such a procedure, however, has the built-in disadvantage of creating an overage group of students who must then progress through school one or two years behind their English-speaking counterparts.

This program, however, views the innate ability of Mexican Americans as no different from the mainstream of American citizenry, although it recognizes that some problems have existed to keep it from finding a workable compatibility with the dominant culture. It is proposed that the clearly outstanding difference between this group and its mainstream counterpart is the fact that English is not the mother tongue for the low-income, Mexican American in many Southwestern communities. Moreover, it is pointed out that language continues to be a cause and effect of isolation, the result of which is that the children from this sub-culture usually enter a school where virtually all of the instruction is in English even though their Spanish is not fully developed.

The program considers the possible trauma which any child experiences in his transition from home to school. When the Spanish-speaking child enters the English-speaking school environment, this traumatic effect undoubtedly is greater. The feeling that his language and culture have little or no place in this environment can either affect his identity and image as a Mexican American or develop negative attitudes toward the Anglo-American school and those associated with it.

The program proposes that the teacher should welcome the pupil in his first language so as to establish a bond of commonality. This is followed by a gradual introduction to a second language with instruction for the improvement of the first to provide an enrichment in language facility and expression of thought that may exceed that of the child who speaks only one language.

Evaluation and Recommendations for Dissemination and Implementation

Evaluation Techniques and Procedures

The evaluation of this program is based on a visitation to the college on February 19-20, 1969, a group interview with students in the project, an interview with the directors and other project staff, and an examination of reports and data provided by the project.

There are several factors that point to the success of this project. Among them are the candidate selection criteria based partly on personality, need, and concern for the problems of the poverty-stricken Mexican American, the bilingual/bicultural approach to the learning problem, the opportunity for low income Mexican Americans to undertake a college program irrespective of low scores in traditional college entrance tests, the philosophy of the directors and staff associated which encourages students to pursue a college program and to raise their level of achievement and aspirations, inclusion of sociological instruction to strengthen the cultural image and understanding of the Mexican American, the application of program strategies which allow freedom of interaction and self-expression in the activities, the development and expension of English terminology to make them increasingly functional in their area of specialization, and the introduction of a realistic and practical bilingual teaching approach through an internship program in barrio schools. The approach is using a selective criteria for college entrance, apart from the predictive college entrance criteria based on traditional, Anglo-American standardized test instruments, is truly innovative; and the remarkable academic success that these students are revealing as they progress through the program is highly noteworthy.

Criteria used for selecting candidates are based on degree of concern for others, credibility of observable and/or verbalized evidence of internalized realistic acceptance of the goal in becoming a bilingual teacher, ability to understand and to empathize with problems of poverty area Mexican American, and evidence of desire to complete a four-year teacher-training program.

A testing program was conducted at Our Lady of the Lake College in May, of 1968 to ascertain differences in achievement in social studies and science between regularly enrolled freshmen and freshmen in the Teacher Excellence Program. The science and social studies portion of the Sequential Tests of Educational Progress Achievement battery was administered to the experimental group of 14 females and 15 males and to a control group of 14 females in the freshmen class. The data show the male experiment group scoring at the same level of achievement in social studies as the control group and approximately 10 percentile points higher in science. The female experimental group scored slightly lower than the control group in both areas. Additionally, it is noted that the project students, both male and female, scored above the national median for the end-of-the-year freshmen on STEP Test in social studies, and the men also scored above the median in science.

Further, a comparison was made between SAT scores and grade point averages in the freshmen year 1967-78. The correlation (Pearson r) between the SAT scores and the grade point average was .07 which, of course, is not significantly different from zero.

Thus, using the SAT instrument to predict scholastic success and to screen out Mexican American freshmen similar to the population in this project would be an erroneous and invalid procedure. It is strongly recommended that colleges and universities make special reference to other selective criteria for college entrance, rather than continuing to use Anglo-American standardized instruments for applicants from different U. S. income groups and sub-cultures.

Besides using an innovative admittance criteria, the types of curricular offerings, the instructional strategies (seminars, trips, community activities, internship, etc.), the philosophy of the project staff toward youth from low income, Mexican American families, and the emphasis in a college training program with realistic and meaningful goals for the candidates and the children they will serve play an important role in motivation, high expectations, and college achievement among students at Our Lady of the Lake College.

This model is innovative, dynamic, and applicable in many areas where low income, Mexican American youngsters are denied a college education because of low achievement scores in Anglo-American standardized achievement tests.

Since this project is developmental, the cost of the program cannot be accurately determined for implementation purposes. Staff needs are one or more bilingual professors, a sociologist and psychologist with a background and concern for the problems of the Mexican American, an educationist versed in innovative curricular and instructional practices and an interest in bilingual education, an internship program in the barrio schools, and materials and media relevant to a bilingual education program. Because these students come from low income families, tuition grants and scholarships insure they remain in the program until graduation and placement.

It is recommended that in-service institutes be held to acquaint the college staff with the goals and scope of the program, the students' educational needs, and the types of curricular and instructional elements that give greater meaning to the objectives of the program and to the educational and career aspirations of the students.

The present program can be expanded and implemented in two ways: (1) locate and select target areas, with prospective colleges, to implement the Our Lady of the Lake Program for the training of teachers in bilingual education; and (2) train a cadre of teachers, such as those found in the Our Lady of the Lake Program, that will coordinate and conduct in-service bilingual education workshops in low income, Mexican American communities.

The latter approach also is suggested as an additional undertaking for Our Lady of the Lake College. This would, of course, require additional funding.

Although other data will be forthcoming from Our Lady of the Lake Project present indications are noteworthy enough to recommend it as a model for dissemination. The directors and associates have expressed interest and enthusiasm for disseminating the program to other areas where similar needs are evident.

Related Project Data

Dr. Guy C. Pryor, Project Director

Robert H. Rosa, Assistant Director

Dorothy E. Parkam, Project Secretary

Total Number of Students in the PTE Testing: 29

TEACHER EDUCATION PROGRAM

University of Southern California
School of Education
Teacher Corps

Description of the Program

The following description of the Teacher Corps Program, University of Southern California, was drawn from the content of the Teacher Education Program proposal for 1969-1971.

The project design called for a two-year teacher education program to prepare future teachers to work in school districts in disadvantaged communities. It is a joint effort between the University of Southern California and two clusters of different types of school districts. One cluster is in the rural-migrant area of Tulare County where the migrant stream is being effected by automation and a resident-migrant population is emerging on the fringes of local communities but with little involvement in the life-stream of rural society, especially its educational institutions. This population is almost entirely Mexican American, and is settling into areas which have a scarcity of bilingual or bicultural educational programs.

The second cluster is part of the Los Angeles County School system in metropolitan Los Angeles. These are autonomous inner-city districts, and except for the Jurupa District, are immediately adjacent to Los Angeles City Schools. Their school populations weave indiscriminantly through City and County School Districts. Their communities are "pocket ghettos" and "ports-of-entry" for the migration to the urban area of Mexican Americans, Negroes from the South, and the low income white from Appalachia. Their populations are ill-equipped to cope with the dynamics and demands of urban life, and are not able to compete in its educational institutions.

The training program encompasses this diversity of populations and communities by providing generic principles and practices of teacher education as well as specialization and adaptation for unique cultural, economic, and educational differences with special emphasis upon the Mexican American and the Negro. An inter-disciplinary approach focuses upon the special educational needs of the rural urban Mexican American and the inner-city Negro. The program is an attempt to interrelate and synthesize the knowledge from related fields of sociology, psychology, social work, etc. with teacher education, to develop a more comprehensively trained teacher with more sensitive and varied skills. It includes the most relevant educational theories as related to child development, school socialization, community environment, and the teaching-learning relationship. The program's core content includes and is supplemented by related field experiences, special workshops with resource people from the professions and the community, demonstrations of theory and practice, and innovative experimental programs.

The university provides relevant academic training, and the school districts provide interns with an immediacy of a "laboratory" setting.

The team concept is stressed and maintained throughout the program by requiring team efforts in university coursework and in the schools. Additional training is provided on the processes of functioning as a small group towards common goals. It has been the experience of this project that maintaining a strong team concept enhances the work of Corpsmen far beyond their unique individual efforts.

The program, which expects to attract Corpsmen new to teacher education and its institutions who will need to respond to multi-cultural populations with diverse educational needs, takes a broad training focus the first year. It stresses education for the elementary levels, but also accommodates secondary training. The first year is an intensive but diversified year of training by immersing Corpsmen into a variety of experiences and a broad academic education so they may develop an intelligent and selective approach to a variety of challenging teaching situations. The second year is a year of synthesis and contribution through developing new instructional and curriculum programs which can lead to institutional change. Corpsmen are able to assume stronger teaching roles with greater understanding of the teaching process in their second year. They should be familiar enough with their school districts and the community to assess priorities of educational needs and to begin appropriate programming, including diffusion of existing programs which need Corpsmen manpower. The university staff and school district personnel work with the teams to plan and implement these program efforts. For example, during this past cycle, Corpsmen have begun new and enriched methods of teaching new math, science, and reading in laboratory centers. They are supported by the districts and the university and are changing the instructional patterns for these subjects. These programs need continued support to build and diffuse their impact. They cannot be manned by regular teachers who are fully committed to existing responsibilities and are often in insufficient number to meet current needs of the student population.

Evaluation of the Program for Dissemination and Implementation

The following evaluation is based on the aforementioned descriptive report and interviews with the program director and assistant director, corps teachers, and community action personnel.

The underlying philosphy, as expressed by Director Pat Cabrerra, is to select and train teachers who will not only work in the school system but who will live in the community where they teach, be aware of the needs and problems of the people in the community, and to identify the community agents who can offer assistance and programs for disadvantaged people; in essence, to become actively involved in community action programs.

Selection of candidates is based on their concern for the needs and problems of low income people in the ghettos, barrios, and rural agricultural areas. The candidate must exhibit an interest in personal involvement and promote change for the improvement of low income people. Further, so the teachers can contribute effectively, it is required that teachers develop a cultural awareness relative to the cultural and ethnic groups in their teaching localities. Where Spanish is spoken, the teachers must make an effort to learn the language and/or locate community leaders who can facilitate communications for them.

A high intensity Spanish language program was offered through the University of California as a means to develop sufficient competency among teachers who were to be placed in Spanish-speaking communities. This proved to be a highly effective, short-term program that quickly gives the teacher a basic understanding of the language and culture. It is strongly recommended as a model for teacher-training programs designed to prepare teachers to work with disadvantaged, Spanish-speaking pupils.

A very important feature in the internship program is the placement of teachers in the rural areas. Rural areas have been neglected by institutions of higher learning. Prospective teachers usually complete their internship program in city schools or in suburban areas because that's where the training institutions are located. Consequently, the educational needs of rural youngsters have been ignored. The internship program is unique in that it gives the prospective teacher a sound background in the sociological needs of the disadvantaged and places him in areas where rural educational needs are clearly apparent.

Moreover, the Teacher Corps Program at the University of Southern California offers an opportunity for Mexican American youngsters to undertake a graduate teacher-training program that focuses on the needs and problems of their people. It provides tuition and other personal expenses for the candidate, and also provides some income for his involvement in the internship program.

Another unique feature is the freedom given the intern in his teaching and community work. Innovations in teaching, curriculum, and community action programs are encouraged by allowing an inflow of well-conceived ideas. This is especially apparent in the director's relationship with the interns, and the consideration and support given to innovative proposals submitted. Interns can freely operate in action programs that will tend to help the people in the community and the school children. However, the intern informs the director of proposed activities and the rationale in his involvement so as to maintain a viable liaison relationship with the front office.

Mexican American community action personnel express appreciation for the services extended by the Teacher Corps. The underlying philosophy of becoming involved and generating action has inspired and encouraged the rural people to become more active in school and community affairs. A distressing possibility, however, is that after the interns leave the scene, a regression might occur. Yet, the training of community leaders by the interns and the possibility of some of the trainees remaining in the localities permits some degree of optimism.

The present program is supported by Federal funds. However, the director perceives the reality of withdrawal of such support, and already has established communications for possible funding by other agencies.

The adaptability of the model is highly possible because even school districts with a large percentage of low income, disadvantaged people can incorporate it to train and provide teachers in the system who can take a more active and progressive educational role in the school and in the community. As for teacher training institutions that are searching for an innovative model that trains teachers to really cope with the educational and social needs of low income, disadvantaged youngsters, the program offers one that is flexible and adaptable.

Information for dissemination is readily available at the Teacher Corps Center, School of Education, The University of Southern California. The Director of the program is Mrs. Pat Cabrerra, who is highly interested in the applicability of the program in many areas where the needs of low income disadvantaged are not being adequately met by the schools and the community. This model is strongly recommended for dissemination and implementation in school districts (rural and urban) and in teacher training programs at universities and colleges throughout the nation.

A VIDEO ORAL ENGLISH INSTRUCTIONAL APPROACH FOR NON-ENGLISH SPEAKING ADULTS WITH A SPANISH SURNAME

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

The Southwestern Cooperative Educational Laboratory has assumed the role as a systems manager to develop and produce components for a prototype instructional package that will attack problems common to the undereducated and illiterate Spanish-speaking adult. The development, production, evaluation, and dissemination of this instructional package has been promoted over a multi-state region, with the Southwestern Cooperative Educational Laboratory serving as a current institutional base. In this sense, the Laboratory has acted to identify and enlist the cooperative efforts, on a subcontractual basis, of various agencies and institutions in the total undertaking.

One of the first major thrusts has been the development and production of basic oral English lessons for the non-English speaking, Spanish-speaking adults. Television is the vehicle for this effort. Because educational programs via television are often based on an outmoded, traditional instructional approach, it was conceived that a new and dynamic approach was needed to arouse and maintain the interest of the undereducated adult learner. The University of Arizona conceptualized the development of such a program which would incorporate animation, choreography, and other entertaining elements coupled with the instructional features of the lessons. The Southwestern Cooperative Educational Laboratory envisioned this approach as having the potential for reaching a large segment of the target population. It has combined efforts with the University of Arizona to ascertain its instructional effectiveness.

One of the Laboratory's objectives is development of a package of paper and pencil materials to accompany and reinforce the video lessons. This phase of the project is under contract with the West Texas Education Center at Midland, Texas. Specifically, the paper and pencil materials will incorporate variations of the pattern drills given in the video tapes. The materials will be developed for literate and illiterate Spanish-speaking adults, and for class and home situations.

Another feature of the SWCEL ABE project is development of a delivery system for the total oral English package. Essentially, this suggests a dissemination system for maximum penetration of the target population in the Southwest through television programs based on oral English instruction for the non-English speaking, Spanish-speaking adult. A primary consideration of this scheme will be to design means for making the target audience aware of the television programs, to identify and ascertain approaches for involving the target audience in active viewing of the programs, and to ascertain ways for conducting follow-up activities.

The Laboratory also has undertaken teacher training programs for teachers and teacher aides of Spanish-speaking adults in basic education programs. SWCEL is extending professional assistance through consultant services in teacher training to the Proteus Adult Training Center in Visalia, California, and to the Adult Individualized Instructional Center in McMinnville, Oregon. These two projects also are exploring and developing teaching protocols and learning materials relevant to the Spanish-speaking adult learner.

Consideration and support is extended by SWCEL to the development and implementation of adult basic instruction and vocational education via mobile vans. This promises to bring instructional programs to undereducated adults in the rural areas. SWCEL currently is supportive of such a project undertaken by the Educational Service Center (Title III), in Estancia and Mountainair, New Mexico.

Because the fifteen video tapes scheduled to be available by June, 1969, will not constitute a complete oral English instructional package, SWCEL has proposed that the University of Arizona continue video tape production for 1969-70. It is further proposed that SWCEL continue the field testing of the video tapes as they are produced.

Assessment for Dissemination

The fifteen video tapes will be available for dissemination by July, 1969, but does not represent a complete instructional package. Since the Laboratory proposes to continue this development on a subcontractual basis with the University of Arizona, a complete instructional package will be available for dissemination by July, 1970. This package will include video tapes, paper and pencil materials to use in conjunction with television instruction, and a dissemination system that will make the program readily available to the target population.

The field testing of the first five video tapes presently is underway. Some of the preliminary reports show positive indications of the effectiveness of this medium. This instructional program is highly recommended for use among undereducated, non-English speaking Mexican American adults in any part of the nation.

PROTEUS ADULT TRAINING CENTER

Tulare County Community Action Agency
Visalia, California

Description of the Project

Background of the Project

Proteus is a III-B Migrant Adult Education and job training project designed to encourage maximum participation of those enrolled. This meant involving migrant/seasonal farm workers in decision making, requiring students to state their educational needs, becoming involved with government agencies and school districts, and persuading business and industry to provide part of the cost of job training and jobs.

The Proteus Adult Education project is a part of the Tulare County Community Action Agency which is funded by the Office of Economic Opportunity. The Community Action Agency received approval of Proteus on March 13, 1967, and then hired Tom McCormick as Director.

Before Proteus, very little had been done to meet migrant educational needs in Tulare County. Only four school district classes were offered and these attracted only the person who already knew some English because:

a) ESL techniques were relatively unknown at the time.

b) School districts were required to use credentialed teachers.

c) The teachers had been trained in elementary subjects, but not in teaching adults nor in language learning or in the adult learners' native tongue.

Therefore, the thousands of migrant and seasonal workers who knew no English shied away from the formality of schools where no one could communicate in their own language, and where they were often looked down upon because of their lack of education.

To combat this, and to insure community involvement, Proteus has bilingual teachers. Employment requisites are empathy and understanding, a desire to help, and a willingness to learn. Proteus has used teacher aides from the same low income groups as the learners'--individuals who can communicate with the learners. These non-professional teachers have proven much more effective at reaching the migrants' educational needs than many credentialed teachers who are unable to break the habit of long years of traditional teaching.

Information Based on the Visitation to the Project

Twenty-five percent of the Tulare County population is Mexican American. The majority is classified as low income (below $3,300). Ninety percent are involved in marginal employment (e.g., agricultural field work), eight percent in sales and services, and approximately two percent in business and education.

The director of the Proteus Project, who has been in the community for the past five years, sees measurable gains in economics, especially in blue-collar type jobs. He feels, however, that the biggest impact has been on political life due to a community and social awareness among active members of the Mexican American community.

The Proteus Educational Project offers ESL classes (350 to 750 hour programs) to help develop the communicative skills of the Mexican American adult population. Further, attendance of adults in the Adult School has reflected marked improvement in attendance by their children. In Culter-Orosi, for example, Mexican American children of parents enrolled in Adult Schools have measured one grade level above other Mexican American children. The dropout rate, which approached 55 percent three years ago, is now only five percent. The Proteus Director said this has resulted primarily from a community effort involving the Elementary and Secondary Education Act, Child Care, National Youth Corps and Adult Education.

The staff consists of five Anglo-Americans and 65 Mexican Americans. The Anglo-Americans include the director, the assistant director, a bookkeeper, a part-time bookkeeper, and a teacher-trainer. Mexican Americans are used in administration and supervision, in the instructional program, and in supportive services.

Ninety-five percent of the staff consists of teacher and teacher-aides. All, including the supportive staff, are familiarized with the scope of the project activities through weekly staff and in-service meetings. These also serve to plan the operational and development aspects of the program.

Among the programs undertaken by the Proteus Project, the director views the following as outstanding and worthy of dissemination:

1. Community involvement techniques.
2. ESL techniques.
3. ABE teaching techniques.

Proteus will attempt to extend services to approximately 3,000 students over a 12 month period. It will focus attention on the educational, job training, and placement programs. The latter has not been given much attention in the past, and Proteus will attempt to place additional emphasis on this aspect.

The Proteus Project has followed four major schemes:

1. Classes are located in the barrios, not in the schools. They are found in vacant stores, churches, etc. Tutorial programs have made use of the homes for instructional activities.

2. Curriculum materials are oriented to rural Mexican Americans.
3. The community action program is focused on Mexican American involvement.
4. A non-professional teacher and teacher aide program has been instituted. This includes employment of Mexican American field hands for a two-week orientation course and placement in ESL classes. This is then followed with a continuous in-service training program.

The project is primarily supported by federal funding. It is unlikely this type of project could maintain its present scope of activities without such funding. However, because of the program's community awareness feature, there probably would be some effort to keep certain aspects operative. Without question, withdrawal of federal funding would result in a minimal program, and its total effectiveness would be critically reduced.

Recommendations for Dissemination and Implementation

The Proteus Project offers an excellent model for rural agricultural agencies to adopt relative to meeting the educational, social and economic needs of migrant field workers.

Federal funding has been required to support the project. Because the program is intended for low income, rural communities, it is very likely that local sources would be insufficient to finance the scope of activities that Proteus has undertaken. Some aspects could be implemented with limited local funds, but the total program would call for some state and federal support. Where funding can be obtained, the Proteus Project offers a model effective in coping with some of the most pressing educational and economic needs of the rural Mexican American migrant.

EL PASO COUNTY CONCENTRATED MANPOWER PROGRAM

A Component of Project BRAVO Inc.

El Paso County, Texas

Description of Project

Project BRAVO Inc. is the Community Action Agency in and for El Paso County, Texas. It contains several components which are designed to provide assistance in alleviating the constant problems of the poor. One of these components, the Concentrated Manpower Program, is designed to combat illiteracy, unemployment, and underemployment among adults.

CMP has been operative since November, 1967. It is federally funded by the Department of Labor and the Office of Equal Opportunity with matching local funds. CMP has three subdivisions correlated in such a way that one serves as a supportive service for the others.

The first subdivision is the Economic Development Division. Its major objectives are:

1. to promote location of new businesses in El Paso County,
2. to promote new economic activity,
3. to conduct individual job development,
4. to do research in short and long-range economic development alternatives for El Paso County,
5. to plan in cooperation with all public and private groups concerned with economic development-related matters,
6. to provide other divisions of Project BRAVO with job development information and placement prospects.

The second subdivision of CMP is the Job Coaching Division. Its primary functions are:

1. to provide training and technical assistance to all job coaches and associate coaches assigned to the field,
2. to analyze and evaluate performance of all job coaches,
3. to report coaches' analyses to the program director and other pertinent personnel.

The third subdivision is the Academic Division. Its primary functions are:

1. to supervise an administrative assistant for training programs,
2. to supervise the division's teaching staff,
3. to do research and develop innovative materials and methods relevant and appropriate to border communities cultural groups.

The academic division trains students to make them employable for the two other subdivisions.

Curricular Programs and Instructional Practices

The enrollees are principally recruited by the Job Coaching Division and by the Academic Division. They are then placed in jobs or in classes to train them for employment.

The Academic Division is using the Learning 100, a system of basic education utilizing a total systems approach for undereducated adults, out-of-school youths, and potential dropouts. The system format, content, vocabulary, and organization, has been designed for the physically mature student who may be sensitive to his shortcomings.

Communication Skills Program

The core of the system is its communication skills program, which provides sequential, integrated instruction in reading, writing, speaking, listening, and observing, and in the thinking skills that underlie these acts.

The content employed in this program has been developed to interest and motivate the adult student to facilitate his social and occupational adjustment, and to provide basic learning experiences in those aspects of arithmetic, English, science, and social studies that are offered continuously at four BRAVO neighborhood centers located at 2908 Alameda, 820 South Florence, First and Central in Canutillo, 113 West First in Fabens, and 620 Magoffin Avenue.

1. W.O.S. - Workshop for Occupational Security comprises orientation in pre-employment and employment procedures -- how to dress, how to complete application forms, what to say, what to take along, and what to do on the job.

2. E.D.L. - The Learning 100 and Reading 300 programs provide a systems approach to instruction in the communication skills utilizing educational development laboratories techniques and teaching aids.

3. A.L.M. - English as a second language using audio-lingual methods (ALM) is taught to provide comprehensive instruction in accordance with the needs of the target population.

4. G.E.D. - Preparation is offered for the successful completion of the General Education Development (GED) examination for a high school equivalency diploma.

Purchased Training Program

Along with the previously cited curricula, CMP enrollees are offered a Purchased Training Program. Vocational opportunities are available to

CMP enrollees who are otherwise unable to attend due to lack of funds for tuition and books.

Purchased training is given to the underemployed and unemployed who will be hired or upgraded at the completion of their training. Schools to which enrollees are sent range from El Paso Evening School to the Academy of Arts which offers training in art and display.

Mechanics Training Program

A mechanics training program set up for five trainees will be provided on a contractual basis. A mechanic-instructor will be employed, and tools will be provided for the trainees. The great demand for skilled automobile mechanics and potential employment and salary prospects justifies the special emphasis in this area. This experimental pilot program will be carefully evaluated by the staff, and used as a basis for planning similar activities to provide vocational opportunities for those not qualified for other plans.

The enrollee's progress is carefully watched and counseling is given slow learners. Those who fail to adjust to training are redirected or tutored to insure their success. Dropouts are given a second chance or referred to other CMP services.

Stipends

The Concentrated Manpower Program provides stipends for those enrolled in training and work experience programs. Stipend levels are determined by local MDTA guidelines. Whenever possible, continuous stipend support is provided instead of fragmented support, so that enrollees may obtain the highest level of training.

Evaluation and Recommendations for Dissemination and Implementation

Project BRAVO works on the assumption that the primary need of the disadvantaged is education. The project further assumes that education is not necessarily confined to the academic or formal schooling, but includes all phases of one's preparation for his or her role in society.

Experience has shown that attempts to correct the educational deficiencies of the illiterate adult by regular methods generally is unfeasible since adults usually must earn a living while trying to learn.

The Academic Division is designed to take people at whatever level of educational development they happen to be, and -- through a coordinated program of instruction armed principally at increasing their employability -- revive in each the motivation to improve. At lower levels, the prevocational educational enrollee is encouraged to reach goals that are realistic, e.g., improve reading or prepare for a driver's license test, etc. As the level of the enrollee justifies it, he is given courses preparing him for the high school equivalency (GED) diploma. Once a new level is reached, the enrollee is encouraged to continue to a higher step. Job coaches, job developers and prevocational education instructors and administrative assistants work closely to insure that a person is ready to progress to another phase. Enrollees are given sufficient support and guidance to continue making progress; thus a GED graduate is offered purchased training or placed in on-the-job training or other employment.

It was pointed out by the interviewee that Project BRAVO, through the closely correlated efforts of the Concentrated Manpower Program, is but a beginning in meeting the problems of the economically deprived in the four selected areas in El Paso County (two urban and two rural areas). These four areas, already faced with a heavily concentrated population of economically deprived, must cope with the constant influx of newcomers from Mexico who settle in the barrios, usually with no jobs and depending on help from relatives and friends.

The Concentrated Manpower Program was not too well received by the business community at first. However, through strong salesmanship by the field workers, industry began to see that it would benefit in the long run. Little by little, the CMP people are convincing business to accept the project. At this time, the Concentrated Manpower Program/industry relationship is quite good. CMP is getting assistance in placing its trainees.

The composition of the enrollees in the project is about 95% Mexican American with the other five percent divided among Negro and Anglo. The staff, accustomed to working with this population, is composed of 57 people. The field workers are Mexican American, and the administrative offices are held by Anglos with one or two exceptions at the lower branches.

The correlation within CMP is certainly a very effective way of making the total component more operative and should be used in attacking the ghetto problems in border communities and in cities with large concentrations of Mexican American migrants.

The Concentrated Manpower Program is a well conceived model designed to alleviate the conditions of unemployment and underemployment among adults. It incorporates several educational features that can serve as reference points for agencies with similar objectives.

Survival of this program is dependent on federal funding. In fact, Project BRAVO could use additional funds to expand its operation. There are still too many people who are not being reached by any educational program.

One major concern in the implementation of this model is the availability of funds to support programs that are practical and relevant to the target population. Yet, for agencies that already have located budgetary sources, this model offers several educational features that are noteworthy for implementation.

Project Related Data

Project BRAVO, Inc.
Concentrated Manpower Program
2000 Texas Street
El Paso, Texas 79901

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Mr. James Funk	Director of CMP 620 Magoffin Avenue, El Paso, Texas 79901 915-542-1627
Miss Leticia Lopez	Teacher Supervisor 620 Magoffin Avenue, El Paso, Texas 79901 915-542-1627

HOME EDUCATION LIVELIHOOD PROGRAM
FOR UNDEREMPLOYED SEASONAL AGRICULTURAL WORKERS IN NEW MEXICO

Co-sponsored by the New Mexico Council of Churches
and the Office of Economic Opportunity

Description of the Project

Background of the Project

The Home Education Livelihood Program in New Mexico for Underemployed Seasonal Agricultural Workers is a non-profit corporation serving as an auxiliary agency of the New Mexico Council of Churches, including the Roman Catholic Archdiocese of Santa Fe and affiliated Catholic Dioceses serving New Mexico.

The Home Education Livelihood Program is built on the concept that the home is the focal point of the economically deprived in New Mexico. The elements of the program are grouped in the order of home, education, livelihood, and are based on the notion that all members of the family will move through education to a better livelihood.

The program undertook as its initial task the prevocational education of adults and their families who fall within the classification of underemployed agricultural workers in the state of New Mexico. In this program, prevocational education includes the areas of English, literacy, computational skills, citizenship, and the acquisition of manipulative skills.

HELP programs are designed to satisfy specific community needs as they are expressed by the local steering committee. Membership of such committees is comprised of persons elected by the entire community. At least one-third of the committee must be seasonal workers. Presently, about fifty HELP steering committees are reported to be functioning.

Multipurpose Community Centers

The chief purpose of the community center is to encourage the Mexican American to participate in the mainstream of community life. As local community committees are organized, they are being urged to provide building facilities to serve as community centers.

Rural Economic Development

HELP's over-all objective is to provide programs that will enable people in the rural areas of New Mexico to attain self-fulfillment and a decent standard of living. Skill development through the Manpower Development Training Act-type programs is an integral part of this scheme. More importantly, HELP recognized that skill development must reflect "exchange income" in order for the programs to be attractive and beneficial to the rural undereducated adult.

HELP has undertaken a program of economic development for rural communities in New Mexico, and hopes to diversify and expand the economic potential of these communities without destroying their natural and cultural characteristics.

Within the scope of this economic development, HELP envisions three essential areas: (1) selective vocational skills based on the needs of the community; (2) agricultural cooperatives to provide organizational assistance to small family size farms; and (3) small business enterprises to utilize existing handicraft skills such as woodworking and natural resources (e.g., recreational areas).

Adult Prevocational Education

Adult prevocational education is a primary concern of HELP. This phase of the program does not promise jobs, but it does not dismiss the possibility that jobs can evolve from it. The present curriculum is tackling three educational problems: (1) English literacy, basically oral; (2) manipulatory skills, including mathematics, citizenship, woodworking, welding, automobile and farm machinery repair, homemaking, etc.; and (3) community living in which the trainee participates in group discussions to become aware and seek solutions to community problems.

Stipend trainees spend thirty hours per week in class for which they receive $1 per hour. The three parts of the curriculum are divided among the thirty hours on a 25%-50%-25% basis.

The demand for English literacy classes is constant, but varies in approach and level depending on the community.

Training in manipulatory skills also varies in type depending on community needs. In many areas of northern New Mexico, for example, woodworking is coupled with home improvement. In the southeastern section, farm machinery repair is frequently requested, thus tending to improve the employability and job security of the rural worker.

The community living portion of the program attempts to generate a sense of unity among the rural Mexican American. Formal community living sessions develop an awareness of group power, coupled with ways for making group action more effective.

Area Organization

To facilitate program administration, four area administrative offices have been established, each with its director, education specialist, community development workers, and clerical staff. These offices provide counsel and technical assistance to the various community center directors and steering committees, and act as liaison with the central office in

Albuquerque. These areas cover four New Mexico geographical areas -- Northeast, Northwest, Southeast, and Rio Grande.

The Tri-County Program

The Tri-County Program is administered under a special $1.4 million grant from the Office of Economic Opportunity to deal with the truly "hard-core" poverty problems in Taos, Mora, and Sandoval Counties. In Taos and Mora Counties, the program is being conducted by community centers established by HELP; and in Sandoval County, it is being conducted mainly by the Indians of that area.

Special Projects and Programs for Economic, Housing, and Health Improvement

Among the various types of special programs being undertaken, the organization of credit unions in different communities is a principal effort. The potential success of this undertaking is viewed optimistically by the HELP staff.

Agricultural demonstration projects are considered integral parts of the total educational process that directly gets at rural poverty.

Poor housing for migrants has been one area of concern, and has resulted in construction of a housing project for migrant Navajos at San Jon.

Additionally, through the efforts of HELP, migrant health clinics have received attention. For example, the Migrant Health Clinic at Anton Chico serves as a model for other rural communities to meet the basic health needs of the target population.

Coordination with County Community Action Programs

The HELP concept of community action is centered around organization of individual communities as separate entities with unique problems and circumstances. Closely coordinated programs assure maximum benefit for the target population, and at the same time decreases chances of duplicating effort. Cooperation ranges from consultation between CAP directors and HELP staff to the actual merging of CAP boards with HELP committees.

Testing and Evaluation of the Program

Because HELP's major effort has been in implementing programs in the field, there has been little or no testing to ascertain the effectiveness of the program. The HELP staff is planning to undertake systematic research to more accurately determine the economic, educational, and other social gains among the communities in the project. There are, however, statistical data which show the number of houses constructed, library centers for adults, educational centers, health clinics, income growth among community cooperatives, etc. Based on these raw data, the HELP staff can offer positive and favorable indications of the project's relative success.

Evaluation and Recommendations for Dissemination and Implementation

Evaluation Techniques and Procedures

A visit to the Center, an examination of the materials, literature and reports, and an interview with the director of the project and other staff members was undertaken on February 15, 1969. This report and evaluation of the project is based on the foregoing observations.

Essentially, the HELP program is concerned with the social and economic needs and problems of the rural migrant of Spanish surname. Because of the flexibility of the program and its consideration of particular needs of the local areas, its adaptability to many rural areas is one of its major strengths.

The flexibility of the program allows the student to be readmitted after seasonal absenteeism (e.g., when workers temporarily move away on seasonal job opportunities). Needless to say, the attrition problem has been a serious factor among educational programs for migrant workers. However, operation of instructional centers to function flexibly, based on the availability of the student, is a realistic approach to the problem. The poor migrant worker must first meet the economic needs of his family, and this is recognized by the HELP program. Thus, educational attendance blossoms during the lean seasons and drops as seasonal job opportunities arise.

The HELP staff is aware of various special factors, such as economic, mobility, transportation, etc. which tend to restrict the educational pursuits of the migrant adult; and therefore, the effectiveness of the educational thrust is expected to vary from time to time and from one locality to another. Its philosophy, therefore, is not to promise a higher income job to the migrant after undertaking an educational program. It does maintain the position, however, that its training programs attempt to couple skills that are realistic and relevant to the migrant along with basic education that can eventually better his economic and living conditions.

Better economic and living conditions actually have been experienced in cooperative ventures where groups of undereducated rural adults have participated in home improvement programs. With a minimum down payment, contributed through HELP's financial assistance and with FHA planning, these groups have developed construction skills while simultaneously providing better homes for their families. During this period, these adults also attended evening classes in communication and other basic skills to make them increasingly functional in community affairs.

With an everage monthly payment of $20, these rural workers have provided a better home in terms of lighting, heating, and more space, which reflects a healthier environment and an improved learning situation for the entire family.

Recommendations for Dissemination

HELP's central and local staff members are nearly 100% Spanish-speaking. The staff's identification and communication with the rural Spanish-speaking adult is clearly apparent. Their awareness and empathy for the needs and problems of the undereducated rural population is expressed through their continued interest, excitement, and involvement in project activities.

The total $2,186,000 funding for the project has derived from the following sources:

OEO (Adult Education)
Research and Demonstration Grant
Ford Foundation Grant (Rural Economic
  Development Grant)
Other income

According to Alex Mercure, Director of HELP, this funding has been sufficient to cope with the present involvement in the rural areas of New Mexico. Obviously, budget needs to cope with similar needs among the rural undereducated people in Texas, Arizona, Colorado, California, etc. will vary with respect to population, number of rural areas, geographical coverage, degree of impoverishment, educational need, and other factors.

The HELP program is highly recommended as a model for coping with the educational, social and economic needs of the rural undereducated Mexican American. Yet, the success of this undertaking rests largely on the selection of a competent and interested central staff, effective coordination of the programs, ability of the staff to enlist the cooperation and participation of community leaders, and the people in the target area. Because the program reaches into the poverty areas and involves the low-income rural worker, financial support must come principally from outside sources, i.e., federal, state, and other funding agencies, although community action projects also can contribute land, facilities and other resources to the development and expansion of the program.

The HELP staff views the program as highly adaptable to other areas with a similar need and welcomes the notion of disseminating it as a model to other states.

Related Project Data

Alex P. Mercure, State Project Director (HELP)

Gerald T. Kenna, Deputy State Project Director (HELP)

LATIN AMERICAN STUDENT CLUBS

Denver, Colorado

Description of the Program

Historical Background

The Youth Motivation Program evolved from a high school counseling program conducted for several years as part of the City-Schools Project. The City-Schools Project was sponsored by the City and County of Denver and the Denver Public Schools to help the Spanish-named students in Denver to take a more active part in the mainstream of school activities.

The consultant who directed the program met regularly with interested target group students. The meetings were designed to sufficiently motivate the students not only to finish high school, but to plan for a more productive life, whether they chose to go to college or to go directly into the world of work.

Persons of the Spanish-named community, whose environment had been similar to that of the students, spoke to them and answered their questions about careers and opportunities. This activity proved successful since many of the young people were able to identify with the speakers and occasionally would be able to see themselves in a more favorable light as a result of this experience. Meetings were planned to answer questions puzzling young people, centered around group and individual identity, conflicting cultural values, and local intergroup controversies.

The City Schools Project terminated in 1962, but several of its innovations were continued, including the program just described. The motivation groups were taken over by interested persons of the Spanish-named community with three sponsors assigned to each of the three high school areas.

Since 1963, the program has continued through the Latin American Student Clubs. Although the schools are still used for meeting purposes, they are held after school. This probably has been more satisfactory since there had been criticism resulting from students being out of class for this activity. There also was some reluctance displayed by the students to attending a meeting for a segregated group during school hours.

In March of 1966 Federal funds were provided to enable the Denver Public Schools to hire a coordinator and neighborhood aides to expand and enrich the program which now includes young people of other ethnic groups.

The Youth Motivation Program is a community involvement undertaking designed not only to encourage students to participate and compete more fully in the mainstream of school activities, but to provide an opportunity for parents and community leaders to become more interested and actively involved in the schools.

The purposes and activities of this program are promoted through the Latin American Student Clubs. Membership is voluntary and any student interested may join if his high school has a club. Although the membership is largely from the Spanish-named community, it is not limited to students of this ethnic group.

The general purposes of the clubs are:

- -- To provide an opportunity for Spanish-named high school students to work together for individual and group improvement.
- -- To study the historical and cultural backgrounds of the Spanish-named community in order to have a better understanding and appreciation of themselves and their contribution to American society.
- -- To motivate each other toward higher goals in education.
- -- To provide opportunities for young people to learn the procedures of working together in an organized group.
- -- To encourage wider participation in school activities.
- -- To provide an opportunity for social and service activities which will enrich their lives and the community.

The Youth Motivation Program is designed to supplement the educational experiences to which the student is exposed in school, at home, and in his community. Through the club, these students have an opportunity to delve into areas of concern to them as young people with a cultural heritage different from that of the majority community. Through planned activities, the students become more cognizant of the degree of influence their heritage has had on their lives. They are able to evaluate this in terms of weaknesses and strengths as it relates to the values they are in the process of developing for themselves. Once the student is able to come to terms with himself, he is more comfortable with his self-image. The individual then tends to see himself as an individual and not as a stereotype of a particular ethnic group. There is some concrete evidence that this program has helped students who need this particular kind of experience to understand themselves a little better.

Another program feature is that it purposely provides the opportunity for students to develop leadership in a somewhat less competitive and more informal atmosphere. Planned activities not only expose these youth to organizational structure and procedure, but also provide many opportunities for free and relaxed self-expression and wide participation. The clubs are constitutionally organized, and are operated in compliance with parliamentary procedure. Specific club activities, and discussion topics are planned by a committee under the guidance and supervision of the adult sponsors.

Dissemination of information about careers by visiting speakers of the Spanish-named community, scholarships and other financial assistance specifically for the students, and employment opportunities are among the meeting activities. Included as topics are the history of the Southwest, Spain, and Mexico as well as information on the cultural heritage of the Spanish-named community. Other club activities and suggested topics of discussion are included in a separate section of the guide. A special feature of this program is its attempt to involve adults from the school as well as the community. Both teacher and lay sponsors play a vital role in the motivation activity. Lay sponsors derive much satisfaction in working with the young people while learning more about the total school community in which, it is hoped, they will wish to take an even more active part. Teacher sponsors have the opportunity to work with students in a slightly different setting. They have the unique opportunity of seeking out potential dropouts, underachievers, and disillusioned young people who would benefit from the club experience. Adult sponsors are drawn mostly from the Spanish-named community, but sponsorship is not limited to this ethnic group.

Organizations and agencies as well as interested parents and citizens representing a cross section of the community support the Latin American Student Clubs by volunteering their time and services.

Over the years, the sponsors have seen evidence that the program has actually helped some young people by giving them new insights and understandings into the value of education, the need for setting higher personal goals, and the urgency of planning more systematically for the future. For those students who need this kind of motivation, the role model with whom they can identify has been effective. Those working with the program feel it provides a unique kind of motivation which often is not provided in the home or the community and which the school is not in a position to give.

Club Sponsors

Duties and Responsibilities

The Denver Public Schools and the Latin American Research and Service Agency sponsor the Youth Motivation Program. The school system requested assistance to expand and enrich the program which had experienced some success while it functioned on a volunteer basis through the efforts of interested community leaders and school personnel. The Denver Public Schools have accepted this project as a regular school club, and encourages full participation in all school activities. The club coordinator serves as a liaison between school and community, and is assisted by neighborhood aides who live in areas where clubs exist.

Faculty Sponsors

The faculty sponsors are volunteer teachers interested in working with the students in a particular school. There is at least one faculty sponsor for each club who endeavors to provide an atmosphere conducive to motivating the students to work toward a higher level of achievement. The faculty sponsor in charge of the club seeks participation of parents and community leaders as often as possible. He also requests the services of the coordinator for planning, providing communications, and for providing the necessary information that would help the functioning of the club. Faculty sponsors seek the help of lay sponsors in planning club activities and programs. The students' executive committee initiates specific activities under the guidance of the adult sponsors.

Lay Sponsors

The lay sponsors are community volunteers, and represent many organizations and professions. They are interested individuals who are concerned, as parents and citizens, about the problems that Spanish-named students face as they progress through the educational sequence. Lay sponsors work with faculty sponsors in planning activities and programs.

Neighborhood Aides

The neighborhood aides, working under the coordinator, establish communications with the home in an effort to involve the parents in school activities and to make them aware of the benefits their children derive from club participation. The aides attend all club meetings, and assist the faculty sponsor whenever necessary.

Coordinator

The coordinator is a liaison between the administration, the school, and the community. He interprets the program to school personnel, organizations, and the community. Upon request by the administration or faculty he contacts students and parents who might benefit by the experiences and information offered by the clubs. The coordinator is a resource person for the various clubs and is available to help sponsors and students plan, organize, and implement activities of interest to all clubs. He is responsible to the school administration, and reports upon request.

Sponsor Organizations

The organization sponsors contribute the time and service of their membership by providing speakers and lay sponsors. Organizations and agencies also sponsor an annual workshop for the clubs. Sponsoring organizations include the Latin American Educational Foundation, the Denver Commission on Community Relations, the American G.I. Forum, and the Latin American Research and Service Agency.

Meetings

Time and dates of meetings are determined by the teacher sponsors. The only suggestion is that meetings be held twice a month, and appears essential if the clubs are to meet their states purposes. Some clubs find that one meeting can be held after school to handle such things as collecting dues, discussing school activities for the club, planning fund raising activities, etc. The other meetings could be held in the evening and would be an educational enrichment session where the students discuss, debate, listen to speakers, view films, etc. It is well for teacher sponsors to plan meeting times cooperatively with lay sponsors.

It is important that the lay sponsors participate in planning as much as possible. An attempt should be made to have a meeting early in the school year to which parents would be invited. Parents could thus become familiar with the clubs, and possibly indicate a desire to participate as lay sponsors. It is highly desirable to have a monthly planning meeting involving the teacher sponsor, lay sponsors, and club officers to plan a club meeting and establish a calendar.

Clubs are encouraged to plan several meetings when members from other schools may attend. Members enjoy meeting students from other schools, and are more enthusiastic about participating in discussions when there is outside competition. This guest night for other clubs also serves to give an individual school club a boost.

Evaluation of the Program and Recommendations for Dissemination and Implementation

The program offers a sound philosophical and practical approach to the organization, development, and operation of the youth clubs for disadvantaged youngsters in urban areas.

It is evident that community institutions and agencies (e.g., schools and adult community associations) can play a vital role in lending support, encouragement and motivation to the development, implementation, and operational phases of such a program.

The active involvement by teachers, community leaders who identify with the cultural groups, other lay people, etc., make it possible for the program to operate with limited funding.

This program is highly recommended as a model for dissemination and implementation in urban centers with a high concentration of disadvantaged youth.

A HEAD START AND PRIMARY GRADES ORAL LANGUAGE PROGRAM FOR DISADVANTAGED CHILDREN

Southwestern Cooperative Educational Laboratory, Inc.
Albuquerque, New Mexico

The Southwestern Cooperative Educational Laboratory, Inc. ("The Laboratory") is currently field testing a set of instructional materials for teaching English language speaking and listening skills in preschool and first grade classes. Involved in the field test are teachers and pupils in about 100 classrooms in Arizona, New Mexico, Oklahoma, and West Texas. The pupils come from a variety of ethnic backgrounds, and include speakers of Spanish, Navajo, and other languages.

The instructional materials have been adapted from lessons originally prepared at UCLA under the direction of Dr. Robert Wilson.[1] Information about the original materials is available from the California State Department of Education; ask for Project H200.

The Oral Language Program, (OLP) as the adapted materials are referred to, has undergone changes in format and content as a result of pilot trials conducted by the Laboratory during the 1967-68 school year.

The OLP is directed at providing non-English speaking youngsters with a fluent, independent speaking ability in English, and with facility in understanding spoken English. Its applicability in teaching proficiency in the use of standard American English to speakers of nonstandard American dialects is being studied. The kinds of competence in English imparted by the program are considered prerequisite to formal instruction in reading.

The OLP is designed to be used daily by one teacher with groups of about 10 children, age 5-7. Lessons are about 25 minutes in length. The techniques are essentially those of the second language class, modified to meet the requirements of teaching young children.

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[1] "Guide for Teaching English as a Second Language to Elementary School pupils." Level 1. Project H200. Directed by Robert Wilson and authored by Evelyn Bauer, Eddie Hanson Jr., Donald Meyer, and Lois Michael. Los Angeles: University of California, 1967 (mimeo).

The order in which selected sentence patterns are presented is carefully structured, proceeding in general from short, simple, very high frequency phrases and basic conversational conventions to longer, more intricate patterns. There is an emphasis on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models utterances, elicits responses, provides corrective feedback, and reinforces student participation.

Among the components of the Oral Language Program are 1) six notebooks containing about 25 lesson plans each, for a total of 147 lessons, (see the sample lessons appended) with a summary checklist of sentence patterns at the end of each notebook, 2) a separate set of five "Pre-lessons" intended to introduce children by stages to the kinds of behavior that occur in the lessons proper, 3) a teachers' Manual, 4) a set of drawings designed for use with the lessons, 5) a disc recording of sounds that are talked about in the program (e.g., bells ringing), 6) six "content" tests to be given by the teacher at appropriate points in the program, and 7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns from the program in activities closely related to the ethnic or regional background of the pupils.

Included in the teachers; manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

In its present experimental form, the Oral Language Program contains over 1200 pages; the bulk prohibits widespread mailing out for inspection. However, persons seriously interested in the OLP for school use should write to SWCEL for further information.

DEVELOPMENT AND DISSEMINATION OF PROGRAMS FOR MEXICAN AMERICANS--NOT MAÑANA, NOW!

by
Dr. Atilano A. Valencia

Throughout the nation are found several types of ongoing and pilot programs whose ultimate objective is that of improving the educational, economic, and other social conditions of Mexican Americans and other Spanish speaking people.

A survey of existing programs clearly will show efforts by agencies and institutions in scattered geographical areas in the nation. However, some of the most outstanding programs are found in California, Colorado, Florida, New Mexico, and Texas. Yet, this is merely the beginning. More attention needs to be given to the educational problems encountered by Spanish speaking children in the Anglo-styled curriculum. More involvement is required by agencies and institutions in those areas where large segments of our nation's Spanish speaking population reside.

In January, 1969, the Southwest Council of La Raza enlisted the services of the Southwestern Cooperative Educational Laboratory to identify and assess various types of ongoing and developmental programs relative to the educational and other social needs and problems of Spanish speaking people in the nation. The author undertook this task by visiting programs in various geographical areas, observing program activities, interviewing personnel and students in the project, and examining descriptive literature and other related data provided by the different projects. Fifteen reports giving a description and assessment of the programs were composed and compiled into a booklet for dissemination by the Council of La Raza and the

Southwestern Cooperative Educational Laboratory. Further, the contents of the reports served as reference for the development of a proposal submitted to the Ford Foundation by the Southwest Council of La Raza.

An oral review of the reports was presented March 8, 1969, to a proposal committee from the Southwest Council of La Raza at a meeting in Albuquerque. Several general statements and recommendations relative to identification, assessment, development, dissemination, and implementation of projects were highlighted. These observations germinated from the writer's background on research projects for disadvantaged people, visitation and assessment of programs for Spanish speaking people, and knowledge on the educational and social needs and problems of Mexican Americans.

Within this decade, a number of agencies and institutions have identified what might be viewed as high priority needs for Spanish speaking people. Based on these needs, proposals to support research and development programs have been submitted to various funding agencies and federal branches--the Ford Foundation, Health Education and Welfare, Bureau of Research, National Institute of Mental Health, and others.

Most of the ongoing programs are focused on early childhood education, elementary education, adult basic education, health programs, higher education (relatively few in number for Mexican Americans), and others. Specifically, a number of these projects are developing language materials and instructional schemes, English as a second language approach, bilingual/bicultural educational models, teacher-training programs relative to disadvantaged children from low income parents, and early childhood training.

These projects generally have been funded for one to three years. Many have been refunded for additional years, depending on need for further development and pilot testing. Others are ongoing programs concentrating on a continuous need or problem that is unique to the locality.

Some projects offer basically simple models, with little reference to preservice or in-service training programs, or special types of learning materials and teaching protocols that are relevant to the learning problems of children in the target population. Other programs have given attention to the foregoing features, coupled with parental participation and involvement by other segments of the community. Thus, ongoing programs for the Spanish speaking people vary in scope and involvement.

Those projects which incorporate a greater number of features in the developmental stages usually require at least a year before the model is ready for dissemination. Moreover, as these programs progress through the developmental stage, other variables emerge which tend to extend pilot testing and further development. Where it is clearly conceived that these variables must be tested prior to the dissemination of the model, postponement is certainly justifiable. However, when the model basically is ready for dissemination but development is perpetuated to test variables which, in essence, will not seriously change the over-all effect of the program, postponement of dissemination can be an injustice to the target population. In this sense, the primary objective virtually becomes that of providing an experimental setting to satisfy the academic whims of a cadre of research-oriented personnel instead of effecting, as quickly as possible, an educational and social improvement among Mexican Americans and other Spanish speaking subcultural groups.

The writer does not propose that a program should be released for dissemination prematurely. Where materials, media, teaching protocols, etc., have not been fully developed, and where the total package is essential to produce optimal learning, the developmental scheme should be continued until the model contains all of the necessary ingredients. But it also is noteworthy that aspects in some programs can serve as immediate models for implementation elsewhere prior to completion of the whole package. At the end of a project year, the assessment of a program by an outside commission might propose dissemination and/or further development based on a criteria as follows:

1. The model is fully developed and is ready for dissemination and implementation elsewhere.
2. The model, as a whole, needs further development and testing before dissemination and implementation can be recommended.
3. The model contains particular phases or aspects that presently can be disseminated advantageously, while other aspects can be further developed and tested to complete the model for dissemination as a package in the future.
4. The model is developed to a stage where dissemination can be undertaken; however, additional development is recommended to further refine and improve the program. In this case, dissemination need not be postponed. Yet the agencies or institutions adopting the model can continue to benefit from the revisions undertaken by the experimental and developmental agency.
5. Because of the uniqueness of the local setting and the target population, the model is not adaptable elsewhere. However, while the model is serving a special need in the local community, it is recommended that the program be continued. Additionally, where federal funding is being extended, the local agency should be encouraged to search for other funding sources so that long

term survival of the program, if needed, can be assured.

The aforementioned are offered as alternatives to encourage dissemination and implementation of programs that can have an immediate and positive effect on the needs and problems of educationally and economically disadvantaged people. At the same time, consideration is given to the continuation of further exploration and development of programs that focus on the needs and problems of a disadvantaged target population.

It is conceivable that a model will not be directly applicable, in all respects, to another setting. This proposes that some minor modification must be undertaken by the agency or institution that has adopted the model. For example, from among several types of bilingual models being developed and tested throughout the nation, a school district might select the Coral Way Bilingual Program in Miami. Yet, it will be apparent that the cultural features in this program are Cuban. To adapt this model to a school setting with a predominently Mexican American population, the only necessary revisions might be in its cultural aspects.

Affective elements in the learning scheme have been ignored too often by experimentalists anxious to prove cognitive gains among disadvantaged children. Thus, it is suggested that the readiness and applicability of a program for dissemination and implementation must be ascertained not solely on test data and descriptive literature; other assessment techniques must be used (visitations, observations, interviews, etc.). An "on the spot" visit will reveal features of the program often not described in the literature. For example, tests measuring cognitive development based on subject matter content can reveal dramatic gains among a group of children; yet, a simple observation also can reveal the effect of a teaching approach on the social and emotional growth of the children. To further exemplify, a comparative analyses of two bilingual models might show one with a highly rigid, stimulus-response language approach as opposed to one using a flexible and interactive language approach.

Because of the educational needs apparent among Spanish-speaking children at various stages of development, the continued development of programs at several educational levels is highly recommended. From this multiple approach, it will be possible to identify several models that will provide some degree of continuity between programs for preschool, elementary school children, etc. For example, the Good Samaritan Program, which is essentially a headstart bilingual program, could be advantageously coupled to an effective bilingual model (e.g., the Coral Way Bilingual Program) for elementary and junior high school children.

This paper stresses the notion of applying continuous effort toward the identification and assessment of ongoing and developmental programs for Mexican Americans and other Spanish speaking people in the nation. Models which offer different approaches to a given problem must be compared in terms of educational effectiveness and adaptability to various geographical areas and subcultural groups among the Spanish speaking people. This type of information is highly noteworthy to funding agencies whose objectives focus on meeting the needs of the aforementioned people. It will serve to prevent duplication of effort by familiarizing funding agencies and research and development institutions with different types of ongoing projects. It also can help identify areas of commonality so that agencies and institutions will be encouraged to operate on a consortium and, thus, use their resources more efficiently.

Somehow, a more efficient scheme must be envisioned to further the research, development, dissemination, and implementation of programs for the Mexican American and other Spanish speaking people. This paper offers a number of alternatives toward the enhancement of the dissemination and implementation process. We cannot afford to reinvent the wheel and to postpone dissemination of potential programs. The educational and other social needs of Mexican Americans and other Spanish speaking people are too pressing in our present day society--action is needed now; not mañana.